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ABSTRACT

This document is the third volume of a six-volume report on sexuality education. This volume contains 132 teaching activities selected from programs evaluated as among the most effective being taught in the United States. The curriculum consists of 11 units: (1) Introduction to Sexuality; (2) Communication Skills; (3) Anatomy and Physiology; (4) Values; (5) Self-Esteem; (6) Decision Making; (7) Adolescent Relationships; (8) Adolescent Pregnancy and Parenting; (9) Pregnancy Prevention; (10) Sexually Transmitted Diseases; and (11) Review and Evaluation. Each unit contains a statement of goals and objectives, an overview of the unit contents, several activities that address the goals and objectives and, whenever needed, lecture notes and handouts. Over 40 handouts are presented, including pre- and post-knowledge, attitude, behavior, and course evaluation questionnaires. Sample homework assignments, guidelines for using audiovisual resources, and a comprehensive resource listing are also included. (NB)

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Douglas Kirby

Sexuality Education:

A Curriculum for Adolescents

Developed at Mathtech, Inc.
by Pamela Wilson, MSW
Douglas Kirby, PhD

Network Publications, Santa Cruz, 1984

Final report to the U.S. Department of Health and Human Services,
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This curriculum is based primarily upon courses developed and taught by three teachers: Konstance McCaffree at Council Rock High School, Martha Roper at University City High School, and Mary Lee Tatum at George Mason Senior High School. They developed, adapted, and/or tested nearly all the activities in this curriculum. Thus, this curriculum reflects many of their creative and thoughtful efforts for the last several years. All three of them also spent many hours describing their activities and then reviewing this curriculum.

Several people also served on a committee which helped define and rate important program goals, behavioral objectives, and the knowledge, attitudes, and skills needed to meet those objectives. These people included Elma Cole of the Salvation Army, Joe Leonard of the American Baptist Church, Konstance McCaffree of Council Rock High School, Jane Quinn of Girls Clubs of America, and Mary Lee Tatum of George Mason High School.

Some of the activities in this curriculum are adapted from activities in other family life education curricula. These include: Family Life Education: Curriculum Guide (Junior and Senior High School Levels) produced by the Family Life Education Program Development Project, Planned Parenthood of Santa Cruz County, California; Family Life Education: A Problem-Solving Curriculum for Adolescents (Ages 15-19) devised by the Planned Parenthood Center of Memphis, Tennessee; Human Sexuality: A Curriculum for Teens developed by Planned Parenthood of Rochester, New York; and Lifestyles developed at the Community Mental Health Center, Pensacola, Florida.

At Mathtech Pamela Wilson should be acknowledged as the primary author of this volume. She wrote the first drafts of the knowledge, attitude, and skill objectives which form the basis for the activities; she described the activities and, when needed, designed or adapted new activities for specific objectives; she organized the volume, making sure that the activities and objectives were congruent; and she provided innumerable helpful suggestions. More generally, this volume reflects her wealth of practical experience with sexuality education.

Also at Mathtech, Ann Thompson Cook has spent many hours carefully editing this volume. She has made it more clear, readable, and consistent. Karen Allan typed the entire volume and with great patience made innumerable changes.

Douglas Kirby
Project Director

PREFACE

Background of This Project

During the mid 1970's the Carter administration recognized the large number of unintended teenage pregnancies in America and sought solutions to this major problem. That administration recognized that one potentially effective solution was sexuality education. Consequently, it asked the Center for Health Promotion and Education (formerly the Bureau of Health Education) in the Centers for Disease Control to identify, improve, and evaluate promising approaches to sexuality education.

The current project followed an earlier 1978 contract that the Center for Health Promotion and Education awarded to Mathtech to identify promising programs and to develop evaluation methods. In that project, Mathtech, with the help of many sexuality educators and other related professionals:

- identified and rated about 200 features and outcomes of programs potentially important to reducing pregnancy and increasing psychological health
- reviewed the literature on the effects of sex education programs
- identified 10 promising programs representing several different approaches
- developed questionnaires and other methods to more effectively measure the important outcomes of these promising programs
- summarized the work in a six-volume report entitled An Analysis of U. S. Sex Education Programs and Evaluation Methods.

In 1979 the Center awarded Mathtech a second contract to help improve and then evaluate 10 of the promising sexuality education programs. Mathtech selected 10 exemplary programs that represented a variety of different approaches to sexuality education. The programs include 6-hour programs, semester programs, conferences, programs for young people alone and for young people and their parents together, peer education programs, both school and non-school programs, and both educational and clinic approaches. Mathtech:

- conducted an initial evaluation of each program
- suggested numerous changes which the sites incorporated
- offered training to the program staffs
- provided some materials and other kinds of support
- then carefully evaluated the programs.

The results of this contract are summarized in this report.

The Organization of This Report

The complete report contains several separate volumes and an Executive Summary which summarizes the first volume. Although all of the volumes are an integrated package which we hope will meet many varied needs of educators, evaluators, and policy makers, some of the volumes will have particular interest for selected groups of people, and each volume is complete and can be used independently of the others.

Sexuality Education: An Evaluation of Programs and Their Effects...An Executive Summary summarizes first the existing information on sexuality education in the United States and then the overall design, methods, and major findings of this evaluation.

The first volume, Sexuality Education: An Evaluation of Programs and Their Effects, summarizes the structure and content of sexuality education in the United States, reviews the literature on the effects of sexuality education, describes the evaluation methods, provides a description of and the evaluation data for each program, and summarizes the effectiveness of different approaches in meeting different goals.

The second volume, Sexuality Education: A Guide to Developing and Implementing Programs, provides suggestions for developing and implementing effective educational and clinic-based approaches to sexuality education. It discusses the reasons for and nature of responsible sexuality education and describes approaches to building a community-based program, selecting teachers and finding training, assessing needs of the target population, and designing and implementing programs for them. It also provides suggestions for evaluating programs.

This third volume, Sexuality Education: A Curriculum for Adolescents, is based upon the curricula of the most comprehensive programs. These programs increased knowledge and helped clarify values. The curriculum contains many units, each of which includes a statement of goals and objectives, an overview of the unit contents, several activities that address the goals and objectives, and wherever needed, lecture notes and handouts.

The fourth volume, Sexuality Education: A Curriculum for Parent/Child Programs, is based upon the parent/child program which increased knowledge and parent/child communication. The curriculum includes several suggested course outlines and the following units: Introduction to Course; Anatomy, Physiology, and Maturation; Gender Roles; Sexually Transmitted Diseases; Reproduction; Adolescent Sexuality; Birth Control; Parenting; and Review. Each unit contains several activities and, wherever necessary, lecture notes and handouts.

The fifth volume, Sexuality Education: A Handbook for Evaluating Programs, is based upon the methods we used and our experiences in evaluating these programs. It discusses the need for evaluation of sexuality education programs; selection of program characteristics and outcomes to be measured; experimental designs; survey methods; questionnaire design; and procedures for administering questionnaires, analyzing data, and using existing data.

A sixth volume, Sexuality Education: An Annotated Guide for Resource Materials, reviews books, films, filmstrips, curricula, charts, models, and games for youth in elementary school through high school. For each resource, the guide lists the distributor, length, cost, and recommended grade level, and provides a discussion of the material. This volume differs from the others in that it was not funded by the government and is not part of the final report. However, it will be useful to people developing programs.

INTRODUCTION

In this introduction, we explain our basic approach to sexuality education, describe the organization of the curriculum and provide guidelines for selecting a teacher, tips for designing your own program, teaching suggestions, practical suggestions for encouraging parental involvement, and the basic steps in evaluating a course based on this curriculum.

Developmental Background

This curriculum is based upon 4 years' work that included five steps. First, about 20 sexuality educators identified 239 potentially important features and outcomes of sexuality education programs; 100 professionals then rated the importance of these features and outcomes in reducing unintended pregnancies and improving interpersonal relationships and psychological health.

Second, we identified 10 promising programs that incorporated many of the most highly rated features, conducted an on-site review of each program, and suggested and helped implement changes and improvements in each program.

Third, we carefully evaluated the outcomes of these programs and found that three were particularly effective: Council Rock Senior High, Newtown, Pa.; George Mason Senior High, Falls Church, Va.; and University City Senior High, St. Louis, Mo. A fuller description of these programs and a complete description of the evaluation is found in another volume of the project's report, Sexuality Education: An Evaluation of Programs and Their Effects.

Fourth, we convened a new panel of sexuality education professionals from these and other programs including the Salvation Army, American Baptist Church, and Girls Clubs of America. This panel, with Mathtech staff, 1) supplemented and refined the program goals, 2) specified behavioral objectives leading to those goals, and 3) specified what students would need to know, believe, and be able to do (knowledge, attitude, and skill components) to meet those objectives.

Finally, the key teachers in the three most successful sites described in detail the activities they used which they believed best taught those knowledge, attitude, and skill components. The three teachers provided a rich variety of ways to teach particular concepts; that variety is reflected in this curriculum. If one site appeared to more successfully achieve a particular objective, then we emphasized the activities of that particular site.

Our Basic Approach to Sexuality Education

Our approach to sexuality education as expressed in this curriculum is based upon both our evaluation of sexuality education programs and upon a number of implicit or explicit assumptions. In the following paragraphs, we first identify the major goals of sexuality education and then specify some of the more important values that we think should be supported in a responsible sexuality education program. If you agree with our approach, then this curriculum will be especially useful. Even if you do not agree with our overall approach, you may still find this curriculum useful.

Goals of Sexuality Education

Many sexuality education programs identify as their major goal to reduce the incidence of unintended adolescent pregnancies. The large number of such pregnancies and the severity of their consequences clearly demonstrate the importance of this goal. Other goals that contribute to the reduction of unintended pregnancies are important in and of themselves:

- increasing knowledge and understanding of the physical, psychological, social, and moral aspects of sexuality and sexual development
- increasing self-esteem
- increasing the understanding and appreciation of family and societal values and clarifying personal values
- enhancing decisionmaking and communication skills
- increasing and improving young people's communication with parents, peers, and significant others about sexuality
- increasing responsible decisionmaking about social and sexual behavior.

Our evaluation indicates that many of these goals can be achieved in a comprehensive, semester-long, in-school, sexuality education program.

Our evaluation also indicates that programs can most effectively achieve these goals if they use a variety of different teaching approaches, providing:

- accurate information through lectures, films, and other formats;
- opportunities to discuss sexual issues with their peers and their teacher in a safe and responsible atmosphere; and
- activities that involve parents.

Values in Sexuality Education

Sexuality education cannot and should not be value free. Instead, programs should be based upon universal values that form the foundation for our society and are supported by the vast majority of the people in the community. Some of these values should form the basis for the program without necessarily being taught:

- At appropriate age levels, people should have access to accurate information about the physical, psychological, social, and moral aspects of sexuality.
- More accurate information, clearer values, and enhanced skills will increase responsible decisionmaking.

- Parents are the primary sexuality educators of their children; schools should function as partners with parents in providing sexuality education.

Other values should be stressed implicitly and explicitly throughout the course:

- The worth and dignity of all individuals should be recognized and all individuals should be treated with respect, regardless of their sex, race, religion, culture, or sexual preference.

- It is wrong to use pressure or physical force to make people do things against their will or values.

- It is wrong to take unfair advantage of or exploit others.

- People should be responsible for their own behavior and its consequences.

- Before making important decisions about sexuality and other matters, people should weigh the current and future consequences for self, significant others, and society.

- Open communication is an important part of healthy relationships with others.

Although teachers should stress universal values, they should never stress or impose their personal values in the classroom and should recognize the diversity of values in this culture.

Organization of Curriculum

This curriculum consists of eleven units:

1 Introduction to Sexuality
2 Communication Skills
3 Anatomy and Physiology
4 Values
5 Self Esteem
6 Decisionmaking
7 Adolescent Relationships
8 Adolescent Pregnancy and Parenting
9 Pregnancy Prevention
10 Sexually Transmitted Diseases
11 Review and Evaluation

Each unit has a statement of goals and objectives, an overview of the unit contents, several activities that address the goals and objectives, and wherever needed, lecture notes and handouts.

Goals and objectives. Each unit is introduced with a clear statement of the overall goal, rationale, and specific behavioral objectives. The overall goal is a broad statement of what we are trying to accomplish in the unit. The rationale discusses one or more reasons for attempting to achieve each goal. Since these rationale statements explain why it is important to learn certain information or skills, you may wish to adapt them to use when you introduce a new unit to your students.

The behavioral objectives were systematically identified and rated by a panel of sexuality education experts which included key teachers from our three sites. You should review these objectives carefully to determine if they fit what you are trying to accomplish in your course.

Unit contents. Each unit has a page that lists all of the activities included in each unit, identifies the objectives to be achieved in each activity, and provides notes about the activities and their relationship to one another. By reviewing this page, you can get a clearer idea of the types of activities included in the unit, ideas about how to order the material, and information about activities that might be used interchangeably to accomplish the same objective.

Activities. For each activity, we have described the purpose, necessary materials, approximate time the activity will take, procedures for carrying out the activity, and suggested points for discussion.

Lecture notes. When formal, factual presentations are indicated, the activity descriptions are followed by an outline of factual information to be used either as lecture notes or as resource materials when answering questions.

Handouts. Many of the activities call for handouts to be given to students during the session. In some cases, the handouts are worksheets or questionnaires to be completed during the activity. In other cases they are fact sheets or forms to take home and complete with parents as homework. Each activity mentions which, if any, handouts will be used for that activity; before the class session, you will have to make sufficient copies either for small groups or individuals, as indicated in the activity.

Background Steps for Setting Up a Program

Before designing a sexuality education course, you should build a solid foundation for the program. This will help ensure the long term success of your course. Another volume of this project's report, Sexuality Education: A Guide to Developing and Implementing Programs, discusses methods of building this foundation and of implementing the program. In this section, we will highlight some of the major suggestions from that volume. We recommend that you complete many of the following steps, if a solid foundation has not already been created.

Establish a need for a sexuality education program. Gather national and, if possible, local statistics on adolescent sexual behavior, pregnancies, rates of sexually transmitted disease (STD), divorce rates, etc. Talk with adolescents about the questions they have and survey parents about their perceived needs for a sexuality education program. Keep a file of stories, letters to the editor, questions to Ann Landers -- whatever demonstrates need. Become familiar with the research that demonstrates the amount of inaccurate information young people believe, the need for better communication between parents and their children about sexuality, and the effects of sexuality education programs.

Systematically contact other concerned individuals and organizations. Most communities have many people and organizations that will share your concerns about adolescents' need for a program, and support the development of a program. Getting them involved early in the planning of the program will help ensure their later support. You should consider contacting parents, representatives of PTA's, the clergy, community mental health associations, family service and child welfare organizations, pediatricians, obstetrician/gynecologists, teachers, school administrators, youth serving groups, family planning agencies, and student organizations.

Identify and contact people and organizations that play important leadership roles in the community. Discuss with them the plans for a program. Listen to their concerns and try to find solutions to those concerns. Whenever possible, obtain their support.

Establish an advisory committee. You can select the membership of this committee from the individuals and organizations you contacted above. The committee should certainly include parents and a range of different religious and political viewpoints and different organizations. The committee can help gather information about the need for the program, help design the program (e.g., specify length and basic objectives of the courses for each grade level), present the program to the school board and other community organizations, review materials, and hear and respond to concerns.

Selecting a Teacher

The teacher of a sexuality education course is probably the most important variable in determining the success of the program. Thus, it is very important for that person to be well trained. Many teachers who are quite effective with other topics are not particularly good family life educators. It takes a person with very specific characteristics to teach this sensitive subject matter. Some of these characteristics, such as comfort using sexual terminology, can be developed with good training. Others are more basic qualities, such as warmth and a sense of humor, which a person either has or doesn't have. Our findings show that an effective sexuality educator should:

- believe in the importance of parents and adolescents communicating about sexuality
- be well informed about sexual topics
- be warm and have a sense of humor
- continually be open to exploring his or her own attitudes about a variety of sexual issues
- be enthusiastic about teaching sexuality education
- be comfortable discussing sexuality with adolescents
- be comfortable using sexual terminology
- have good communication and group facilitation skills
- be capable of and comfortable using a variety of teaching techniques in the classroom
- be familiar with the needs and sensitivities of adolescents
- have experience with adolescents (as parent, older sibling, aunt/uncle, teacher, etc.)

If you have little training in human sexuality, or if your training is no longer current, we encourage you to seek additional opportunities for professional growth.

Designing Your Course

As mentioned earlier, we have described a variety of specific activities to give you an idea of ways to implement the curriculum. However, each teacher using this curriculum may need to adapt some of the exercises or develop new ones, depending on the needs of the group and his or her own style. Regardless of the amount of time you have, make an outline of your major goals and objectives, then select activities that fulfill your objectives. We strongly urge you to modify both the order of curriculum units and specific activities to meet participants' needs and match your own style, keeping in mind the following considerations.

Select activities that both you and the participants will be comfortable doing. That someone else uses a particular technique successfully or that the last group you worked with responded well to an activity does not necessarily make it appropriate for you or for a different group. We discuss more about this later.

Vary the format in each session. Show no more than one film per session; keep factual presentations brief; and intersperse them with opportunities for active participation (discussions, games, etc.)

Avoid overloading the group with formal presentations of factual information. The curriculum contains more information than most groups can absorb or will want to listen to. Weigh how important it is to provide detail. You may prefer to rely on the formal presentation outlines for answering questions and formally introduce only the most general and critical information.

Pay close attention to the estimated amount of time to complete each learning activity. Although different teachers and groups will spend a different amount of time on any one activity, the estimated times should help you avoid planning too much for the time you have.

Plan ample time at the end of the course for a summary and closure. Provide information about resources, referrals, and other opportunities for students to continue their education about human sexuality.

Do not squeeze too many activities into one session. If participants are engaged and communicating about a significant issue, allow them to continue.

Make sure your sequence is logical. For example, participants need to know male and female anatomy before discussing contraception.

Include introductory, warmup exercises. It is important to develop an atmosphere of open communication and participant interaction from the beginning.

Finally, after you organize a session, look over the plan. Make sure that each activity has an appropriate introduction, that it flows into the next, and that each session ends with a summary of the major points covered.

Course Style

In planning your course or any particular session, select the style and format according to your understanding of the needs of the students and of the larger community.

Student participation. Choose sets of activities and employ teaching techniques that fit the learning style of the students. Some groups of students are more reserved than others. If a teacher asks a group of reserved students to participate in an activity that requires them to move around the room or lead discussions, the students may feel threatened, embarrassed, and/or resistant. Their discomfort will make it difficult for them to be open to learning. Other students find the inactivity of lectures and general discussions boring, and want more interaction with their peers. On the other hand, if you have a large class with some difficult-to-manage students, you may find that activities which require a considerable amount of movement may quickly lose their focus.

Sensitive issues. Be flexible. When selecting course topics and types of activities, be sensitive to the values of the school community. Communities and families vary in their tolerance for exploring controversial topics. While this curriculum does not cover such topics as masturbation, homosexuality, and abortion, your students and their parents may inquire about them. If so, be as open as possible to discussing those topics, while remaining within the guidelines of the program.

Some communities have attacked the use of roleplaying and other "values clarification" activities as too removed from standard teaching techniques. Try to determine appropriate guidelines for your own community and respect them as you design and implement your program.

Time-limited Course

We recognize that many educators do not have a full semester to teach family life education. Some of you have 10 days; others have 3-4 weeks. Those of you who have only 2 weeks to teach family life education face the greatest challenge. You will have to choose fewer goals for your program than will teachers with more time. We recommend that you peruse the entire curriculum carefully and select either one or two overall goals for an intense exploration of a few topics.

In this project we found that it is unrealistic to try to accomplish many *different* objectives in a short period of time. The following course outline is an example (not intended as recommendation) of what could be offered in a 2-week course; it is designed with the goal of reducing adolescent pregnancy and focuses on sexuality and decisionmaking.

Sample 2-Week Course Outline

Overall Goal: To give students information and skills that will help them avoid unwanted pregnancies in the future.

Session 1: Introduction to Sexuality

Behavioral Objectives: Students will 1) identify the goals and expectations for this course, 2) establish rapport and sense of cohesiveness with other classmates, and 3) be able to define sexuality broadly.

	1	Introduction to the Course	10 minutes
	2	Getting to Know You	15-20 minutes
or	3	Name Game	
or	4	First Impressions	
	8	Expectations	15-20 minutes
	9	Sex vs. Sexuality	10 minutes

Session II: Anatomy and Physiology

Behavioral Objectives: Students will 1) increase their knowledge of human reproductive anatomy and physiology, and 2) increase comfort and skill in discussing reproductive anatomy and physiology.

	25	Film: Male and Female Development	40 minutes
or	28	Lecture: Anatomy and Physiology	
	37	Anonymous Questions	10 minutes

Session III: Decisionmaking

Behavioral Objectives: Students will 1) be able to recognize situations that require decisionmaking, 2) identify who and what influence the decisions they make, and 3) be able to use a decisionmaking process in hypothetical social dilemmas.

	65	Warmup: Bag Exercise	15-20 minutes
or	66	Looking at Decisions	
	67	Lecture: Decisionmaking	10 minutes
	73	Film: Decisionmaking	25-30 minutes

Session IV: Decisionmaking (continued)

	71	Film: Peer Pressure	50 minutes
or	72	Handling Peer Pressure	
or	75	Is This Responsible?	

Session V: Adolescent Relationships

Behavioral Objectives: Students will 1) become more aware of strategies to enhance interpersonal relationships, 2) become more aware of attitudes about social and sexual relationships, 3) identify situations which often lead to self destructive social or sexual behavior, and 4) be able to demonstrate assertiveness skills.

	82	Boy Meets Girl	20-30 minutes
or	84	Relating to the Opposite Sex	
or	89	Male/Female Relationships	
	87	Attitude Assessment	20-50 minutes
or	92	Decisions about Relationships	

Session VI: Adolescent Relationships (continued)

	83	Film: The Date	35-40 minutes
or	97	Dating Pressures	
		Homework	10 minutes

Session VII: Adolescent Pregnancy and Parenting

Behavioral Objectives: Students will 1) become more aware of their own attitudes about parenting, 2) identify the physical, social, and emotional impact of pregnancy and parenting during adolescence, and 3) be able to apply the decisionmaking process to the dilemma of unplanned pregnancy.

		Discussion of Homework	10 minutes
	106	Film: Teenage Parenting	40-50 minutes
or	107	Film: Teenage Pregnancy	

Session VIII: Pregnancy Prevention

Behavioral Objectives: Students will 1) identify two ways to prevent an unwanted pregnancy -- abstaining from sexual activity and using an effective form of contraception if sexually active, 2) become more aware of societal, family, and personal attitudes about adolescent sexual behavior, 3) identify the various birth control methods (including abstinence), and 4) become more aware of societal, family, and personal attitudes about birth control.

	108	Who's Responsible?	20-40 minutes
	113	Saying "No"	35-50 minutes

Session IX: Pregnancy Prevention (continued)

	114	Information Review	25-50 minutes
	117	Discussion	30-45 minutes
or	118	Values Voting	

Session X: Review and Summary

Behavioral Objectives: Students will 1) identify referral sources for birth control information, help with an unplanned pregnancy, and treatment for sexually transmitted diseases, 2) become more aware of what they have learned in the course, and 3) identify the impact of this course on their lives.

127	Community Agencies and Resources	30-45 minutes
128	Review and Discussion	20 minutes

Establishing the Course Atmosphere

The atmosphere of the course should be as relaxed and open as possible. A family life education course contains three major components: 1) giving information (cognitive), 2) helping students explore and clarify their own attitudes and values (affective), and 3) teaching life skills such as communication and decisionmaking (skill-building). In general, teachers seem to have the most difficulty facilitating affective learning. To accomplish this goal, you must encourage open discussion of issues; ask students for their opinions and feelings; discuss universal values; and prevent your own personal opinions from influencing the discussions.

The following points, if made repeatedly throughout the course, will help establish an environment conducive to affective learning:

- Sexuality is a natural and integral part of the personality and should be discussed responsibly with peers, adults, and parents.
- Differing values and viewpoints are expected and will be discussed openly in the class.
- Students are free to ask any questions that they have about sexuality although the teacher may not have all the answers. No sincerely asked questions are silly.
- Students are free to refrain from answering any questions or discussing their own views.

Teaching Techniques

Many educators rely heavily upon lecturing as a teaching technique, but there are many other vehicles for teaching about family life and sexuality. In our experience, students are more enthusiastic if they can explore issues through a variety of classroom formats. Thus, you may want to experiment with a few new techniques and expand your teaching repertoire. We particularly recommend the following six teaching techniques: discussion, films, brainstorming, roleplaying, guest speakers, and structured activities. Some activities provide more opportunity for students to discuss attitudes and beliefs than do others.

Discussion. Through discussion, students can share facts and ideas and at the same time become more clear about their own feelings and values and those of their peers. Discussion can be facilitated in large or small groups. For large groups -- no more than 25 students -- the teacher can choose a few stimulating questions to spark discussion. In small group discussions, more students have an opportunity to participate and shy students are more likely to speak up because there are fewer people to listen.

When dividing a class into small groups, you may prefer assigning students to letting them choose. Friends sitting together sometimes become more involved with each other than with the activity, thus disturbing the process of the group. Assigning students to groups also precludes the problem of "loners" being left out.

In any discussion, the teacher should state the discussion topic(s) clearly at the beginning of the activity.

Films. Students today are very accustomed to getting information from audiovisual media. They enjoy films and quickly become involved and identify with the people or action in the film. Because of their identification with the film characters, students are usually eager to express their own attitudes and feelings about the issues presented. Thus, films are excellent tools for stimulating group discussions. See Appendix B for an annotated list of films to use with this curriculum and guidelines for selecting and using films in the classroom.

Brainstorming. Here the class generates ideas and creatively explores issues or attempts to solve a proposed problem. To begin, present a problem or question to the class. Ask students to think of all possible answers to the question or solutions to the problem. Don't censor their suggestions; welcome all ideas. When the brainstorming is complete, evaluate the ideas together to identify the most realistic or useful ones.

Roleplaying. Roleplaying is a method of learning about human interaction that involves realistic behavior in imaginary situations. In roleplaying, students are asked to assume the role of another person in some imaginary situation, such as an interpersonal conflict or dilemma. Within their specified role, students use their own communication skills to handle the situation. Roleplaying has two primary goals: 1) to allow the player to experience the feelings of other people and thus become more empathic, and 2) to try out new behaviors such as strategies for communicating effectively.

This technique should be used cautiously. Allow students to volunteer to participate in roleplay activities in front of the entire class. Whenever possible, set up roleplaying situations in small groups to give more students a chance to play a role. Some teachers have found that two boys may feel uncomfortable as the actors in some roleplaying situations and that it helps to have both males and females in each group. After any roleplay, those who had a role should be allowed to talk about their experience and resume their own identities. Also, make sure that there is at least one observer in each small group to give the players feedback after the players themselves have finished sharing.

When choosing roleplay situations, be sure to set up dilemmas that are relevant to students. They must be able to relate to the situation to participate enthusiastically in the experience. Ask students to give you ideas for roleplay situations.

Take time to set up the roleplay effectively. Some teachers type the various roles on index cards and give students time to read their roles and think about their approach to the roles in advance. Other teachers take students who volunteer to participate into the hall and prepare them for their various roles.

If you use this technique often, students will become increasingly comfortable with it. It is an excellent way to reinforce communication skills throughout the course.

Guest speakers. To supplement your own expertise, to fill in for areas you feel particularly weak in, or simply to introduce a new but informed personality, consider asking another professional to take responsibility for conveying some information. You might also consider inviting speakers because they are excellent presenters or because they have had experiences that would be of interest to the class. Examples of possible guest speakers include a physician, social worker, member of the clergy, family planning educator, psychologist, sociologist, teenage parent. Be sure that your guest speakers are dynamic and capable of developing rapport easily with students. Obtain the approval of the administration or board before bringing speakers into the classroom.

Structured activities. Sometimes called values clarification strategies, these include all other types of experiential activities. These activities get participants actively involved in learning. Participants are asked to do, perform, observe, see, or say something that will help them learn something about themselves, others, or human behavior in general. Many of these activities encourage participants in small groups or dyads to become more clear about their own attitudes and feelings, to share these ideas with peers, and to consider how attitudes and feelings affect behavior. Examples of structured activities in this curriculum include values voting, advice columns, inventories, stories, and dilemmas.

Most structured or experiential activities consist of four steps:

1. Participants become involved in an activity by acting or behaving in some way. For example, they may verbally vote or take a stand on a value laden statement.

2. Following the actual experience, participants share their reactions with others who have either experienced or observed the same activity.

3. After sharing, participants explore and evaluate the important dynamics or learnings which flow from the experience.

4. Finally, participants consider how they can apply what they learned to their own daily lives.

Structured activities are usually great fun. However, a structured activity should be selected because it will achieve the goals and objectives of the session, not just because the students will have fun doing it. Give clear instructions before the activity begins. The discussion during and after an activity is most important because it clarifies what might be learned as a result of the activity.

Activities that call for reading and/or writing can be adapted if students in the class have poor reading and writing skills. For example, instead of asking students to read materials to themselves, you or a student volunteer can read the material aloud. Or ask students to give verbal answers or vote thumbs-up or thumbs-down in response to your questions.

Specific Teacher Interventions

During our discussion with teachers from the three sites, we identified many specific behaviors and strategies with which teachers can 1) help enhance students' self esteem, 2) reinforce basic concepts from the course, and 3) maintain a constructive learning environment.

Enhancing Students' Self Esteem

Be positive. Whenever possible, react to students' comments, concerns, and questions in a positive, affirming manner. For example, one teacher stated that many of her students are self critical. She often hears comments such as "I'm so fat." She responds by saying "I understand what you're saying. Sometimes I feel that I'm too fat also. I'm always dieting. On the other hand, it bothers me that our society places so much emphasis on being thin. What do you think about that?"

Since many of the discussions in a family life education course revolve around attitudes, it is easy to insist that there are no right or wrong answers. Students wait to see if they are right or wrong. One teacher makes the point that "No one in my class is wrong. I let people know that their ideas are valuable and important. If a student states a myth, I begin my response by saying "A lot of people would agree with you. That point was commonly believed in our society. However, we now know that ..."

Develop a relationship with each student. Relate to each student as an individual. Know all students' names and use them during class discussions. Knowing the names of some students and not others can damage the self esteem of the less noticed students.

Outlaw "putdowns." Make a strong statement about how you feel when you hear a "putdown." Ask students to remember a time when they may have been unfairly criticized or teased. Ask them to draw upon those feelings to understand how others might feel when they get put down.

Reinforcing Basic Concepts

Help students develop empathy. One universal value that we support in this curriculum is respecting all people as human beings regardless of race, culture, sex, religion, or sexual orientation. One way to reinforce that value is to set up situations in which students get to experience what it feels like to be different. One teacher brings in a wheelchair and encourages students to spend some time in the wheelchair to find out a bit about the lifestyle of a physically handicapped person.

Another teacher who frequently overheard students refer to Spanish-speaking students as "dumb foreigners" arranged with the Spanish teacher in her school to talk to her class for the first half of a class period. Privately, she asked him to speak only in Spanish with the Spanish-speaking students. He arrived at the beginning of the period, announced that their regular teacher had been detained, and proceeded to speak Spanish with a few students. By the time the regular teacher arrived, the English-speaking students were angry because they were being left out. She then helped them think about what it's like to have to communicate in a "foreign language" and to recognize that they were not "dumb" because they couldn't communicate in Spanish, just as Hispanic students who cannot communicate fluently in English are not "dumb."

Exercises can also facilitate this process. In this curriculum, one exercise asks males to think of advantages and disadvantages of being female, and vice versa.

Reinforce communication skills. The best way to reinforce communication skills is to model them yourself. Listen carefully to your students. Maintain eye contact with them. Use I-Messages in the classroom. For example, "Ronald, when you use words like 'dumb foreigner,' I get angry because I don't think you're showing respect for your classmates."

Intervene when students make unclear or hazy statements. "I'm not sure I'm following you." "Say that to me one more time." "Are you saying that ...?"

It is especially effective to demonstrate how to defuse an attacking statement. One of our teachers describes an incident at the end of a class session in which a student, Mary, blurted out, "I hate this dumb class!" The teacher's first reaction was to feel somewhat defensive. Then she recognized that something else might be bothering Mary. The subsequent dialogue went something like this:

> Teacher (calmly): Okay, Mary. Wait a minute. What are you saying about this class?
> Mary: I thought that film was silly. It just gets on my nerves to sit here and watch something so stupid. Anyway, I have too many other things on my mind.
> Teacher: Is there anything we can help you with?
> Mary: No, not really. I guess I'm just anxious about finals coming up. I haven't been studying the way that I should be.
> Teacher: How about the rest of you? How are you feeling about upcoming finals?

In this situation, Mary was frustrated and attacked the teacher. The teacher handled it very appropriately by not reacting defensively. At the next class session, she reminded the class of that incident and discussed it with respect to communication skills.

Ask students to use decisionmaking skills. Whenever appropriate, encourage students to use decisionmaking skills in class. For example, give them choices regarding classroom activities or assignments and guide them in employing the techniques taught in the decisionmaking unit.

Maintaining a Constructive Learning Environment

Make the classroom a special place. In as many ways as possible, establish an atmosphere in your classroom that encourages students to feel special, unique, inspired, and accepted. One teacher brings in an instant camera on the first day of class and takes pictures of all the students. She then places the pictures on the wall under a banner that says "You are special" and tells her students that they are special -- that most people in this country don't get to have this unique learning experience.

Be yourself. Allow your own personality to influence the classroom atmosphere. You do not have to assume a stereotyped role of "the effective family life educator." Although we have identified certain qualities that we think are important, it is probably most important to come across as an authentic human being with real emotions, a sense of humor, strengths as well as flaws, and weaknesses. However, at the same time, do not bring your personal problems to class. Adolescents do not need to add to their own burdens that of their teacher's troubled home life or conflict with fellow teachers.

Facilitate discussion in a relaxed manner. Too often, educators get impatient after only seconds if students have not responded to a question. They immediately follow that question with another, then another. As a result, students can get overwhelmed. Instead, ask a relevant question, and give students a minute or so to think about their response. Silence after a question is often the result of thinking or working up the courage to speak out.

Some teachers take a small point and go over it again and again. About this, one of our teachers says, "Don't beat a dead horse!" This teacher recommends discussing a point thoroughly but taking the cue from the group when interest in the discussion is waning.

Be flexible. From time to time, you will conduct an activity that "flops." It happens to the best of us. If and when this happens, acknowledge this fact to the class. "When I planned this activity, I thought it would help you to become more aware of your attitudes toward exploitation in relationships. Now I'm wondering if that goal was achieved. What did you get from this class session? How could it have been more helpful?" You may decide to adapt the activity for future use or to discard it. Ask students for their input.

Be aware of school activities. There are some days — days during or just before yearbook picture-taking, final exams, major vacation, prom, and class night -- that students will probably have difficulty devoting their full time and attention to class work. At such times, one teacher negotiates with her students: if they will spend the first half of class on class work, she will give them the second half to discuss the upcoming activity.

Involving Parents

There are many ways to involve parents in a family life education course. Most school systems hold a "Parents' Night" when teachers discuss their courses with interested parents. You may want to send a letter or flyer encouraging parents to come meet you. Some parents who are concerned about the more academic classes and are not worried about family life education may not attend, leaving you with a self-selected group. It is useful for parents to recognize the range of families represented in a class. Many school systems with sexuality education courses offer parents an additional opportunity to review the course content, materials, and audiovisual resources before the course begins. Requests for parental involvement can be attached to notices sent home stipulating that parental permission is required for the student to attend the course or be excused from it. Again, encourage all parents to attend, whether they are concerned or not.

Parents can be asked to play major roles in the program by assigning homework which requires their cooperation for completion. For example, we include in this curriculum homework which requires students to interview their parents about experiences when they were adolescents or young parents, and about values held in their families. Other homework requests parents to discuss a particular set of questions with their children. To insure that parents are at least knowledgeable about the content of the sexuality education course, you might require that certain homework assignments be reviewed and signed by parents.

Ideally, parents can become deeply involved in the course through enrolling in a companion evening program. When information and skills taught in the adolescent course are also taught to parents, the course's effectiveness is significantly increased for both groups. Although recruiting parents for these programs can be difficult, the benefits are great. If you intend to implement a parent course, you may find Mathtech's curriculum and guide to implementing programs for parents helpful: *Teaching Parents to Be Effective Sexuality Educators of their Children*, Volumes 2 and 3 (Alter et al, 1982).

Evaluating the Program

We encourage you to evaluate your program for at least three reasons: your evaluation can help you identify weak areas in your program so that you can improve it; you can obtain more valid evidence on the actual impact of the program which you can use to support it; and the process of evaluating your program may force you to think more rigorously about realistic goals and objectives and may therefore improve your program.

Volume V, Sexuality Education: A Handbook for Evaluating Programs more fully discusses methods of evaluating programs. This section will highlight the basic steps you should complete when doing an evaluation.

Obtain approval. Whenever appropriate, obtain approval from the school authorities and/or parents. If you intend to use questionnaires with any sensitive questions about sexual attitudes or behavior, this approval is especially important.

Establish personal commitment. Before you decide to evaluate a course, be sure that you feel prepared to carry it out and that participants are willing to cooperate. Let your students know the importance of evaluation and the importance of their responsible completion of all questionnaires.

Identify major goals and objectives. These goals should be realistic and small in number. If you try to evaluate too many outcomes, you will probably evaluate them poorly.

Select evaluation procedures. You can use any of the following four approaches to evaluate your program: 1) questionnaires that directly ask participants what effect the course had on them; 2) questionnaires that ask participants how satisfied they were with the course; 3) pretest/posttest questionnaires that assess actual changes; and 4) structured and unstructured discussions with students. We successfully used all four to evaluate programs, but generally, discussions with groups of students provided the best suggestions for improvement and pretest and posttest questionnaires provide the most valid evidence for the effects of the program.

Design questionnaires. We recommend that you carefully review the questionnaires in Appendix E to determine how well they correspond to the goals and desired outcomes of your course. Then adapt the questionnaires to reflect your specific goals and objectives. If you do not plan to discuss contraception, for example, delete those items on the Knowledge Questionnaire. If you plan to discuss anatomy and physiology in great detail, add appropriate items. For a specific discussion of questionnaire design, see the evaluation handbook mentioned above.

Administer questionnaires. If you are using a pretest/posttest design, administer questionnaires at the beginning of the course, at the end of the course, and if possible, 3-6 months after the course to measure longer term effects. When administering questionnaires, be sure to maintain anonymity if you ask any sensitive questions.

Analyze the questionnaire data. If you administered both pretests and posttests, be sure to measure both the amount of change and the statistical significance of the change. If you have limited statistical experience, read our evaluation handbook or work with a knowledgeable consultant.

Conclusion

Teaching a sexuality education course can be very rewarding if you are comfortable with the topic and know what you are doing. Many students in our three model programs consider this course one of their favorites. They look forward to class sessions, talk about them at home with their parents, and recommend the course to other students. We hope that you will have a similar experience with your program.

UNIT I

INTRODUCTION TO SEXUALITY

Overall Goal

To introduce students to the course. To develop group cohesiveness and a conducive climate for open discussion of sexuality issues. To help participants understand the broad meaning of sexuality and its impact on the total person.

Rationale

In this course, students will be asked to discuss their attitudes about a variety of sexuality issues. In order to do so comfortably, they must develop a sense of trust and rapport with the other students. Therefore, it is essential to establish a supportive and respectful atmosphere at the very beginning of the course. This initial unit is primarily designed to build group cohesiveness and develop a climate of cooperation and respect.

When adolescents hear the word "sex," many think primarily of sexual intercourse, pregnancy, and birth. In addition, most students have been exposed to a great deal of sexual misinformation during childhood and early adolescence. Several activities in this unit are aimed at broadening their perception by presenting the varied meanings of sexuality and its impact on the total person.

Behavioral Objectives

Students will:

1. Identify the goals and expectations for this course.
2. Establish rapport and sense of cohesiveness with other classmates.
3. Be able to define sexuality broadly.

UNIT CONTENTS

Activity Number and Name	Time Required (Min.)	Objectives to Be Achieved	Recommendations for Planning
1 Introduction to Course	10	#1	Recommended activity.
2 Getting to Know You	20	#2	
3 Name Game	15	#2	Conduct one or more of these activities to achieve group cohesiveness. It is unnecessary to conduct them all.
4 First Impressions	15-20	#2	
5 People Hunt	15-20	#2	
6 ID Cards	15-20	#2	
7 Expectations	20	#1	
8 Talking About Sexuality	20-25	#2, 3	Recommended activities.
9 Sex Vs. Sexuality	15	#3	

Activity 1
INTRODUCTION TO COURSE

Purpose: To introduce yourself as teacher or facilitator. To introduce the course format and the ground rules. (Objective #1)

Materials: None.

Time: 10 minutes.

Procedure: Briefly describe who you are (your background in human sexuality training) and why you are teaching this course. Talk about the rationale for the course:

- How family life education can be helpful
- How important it is to have clear, accurate information
- How important it is to look at issues and clarify feelings before making decisions related to relationships and sexual behavior.

Discuss your availability for private discussions.

Begin to set the tone for appropriate self disclosure by telling an anecdote about your own sexuality education.

Distribute the course outline. Briefly review the topics that will be included in the course. Ask for students' opinions. Allow them to explore whether they wish to add or eliminate any topics. However, if students ask to eliminate a unit because it is threatening, explain that sometimes the toughest issues need the most attention.

Review any class requirements. Some teachers require written assignments and/or special student presentations. See Appendix A for examples of these. Make sure that students fully understand what is required of them and how they will be graded.

Discussion Points: Program "Rules":

1. Tell students they are free to ask any questions.
2. Assure students that they may "pass" any time they wish. No one will be required to participate in any specific activity who prefers not to. Honor this rule if students seem reluctant to participate in any activity.
3. Express the benefits of full participation by students.
4. Encourage students to be sensitive toward classmates with differing points of view. Stress that it is all right for students to disagree, but not to "put each other down."
5. Insist on confidentiality, stating clearly that students are not to quote each other outside of the class.

6. Establish that individuals are responsible for self disclosure. Distinguish between appropriate and inappropriate self disclosure. For example, students should not disclose the private experiences of family members or friends.
7. Tell students that they will be encouraged to share many class activities with their parents. Ask any student who has trouble with this to meet you individually after class.
8. Establish any additional rules that make sense in your situation. (These may arise out of input from students, parents, administrators, etc.)

Activity 2
GETTING TO KNOW YOU

Purpose: Warmup activity to establish rapport in the class. To enhance communication by encouraging each person to share positive thoughts with others in the group. (Objective #2)

Materials: Handout 1, "The Banner," one per student. Modify the items if you wish.

Time: 20 minutes.

Procedure: Distribute a copy of "The Banner" to each student. Give your own responses to one or two of the items to help get them started, then ask students to complete their own banners.

Ask students to discuss their banners with two males and two females. Encourage them:

- to interact with people they don't know very well
- to keep communication positive
- to avoid all "put downs."

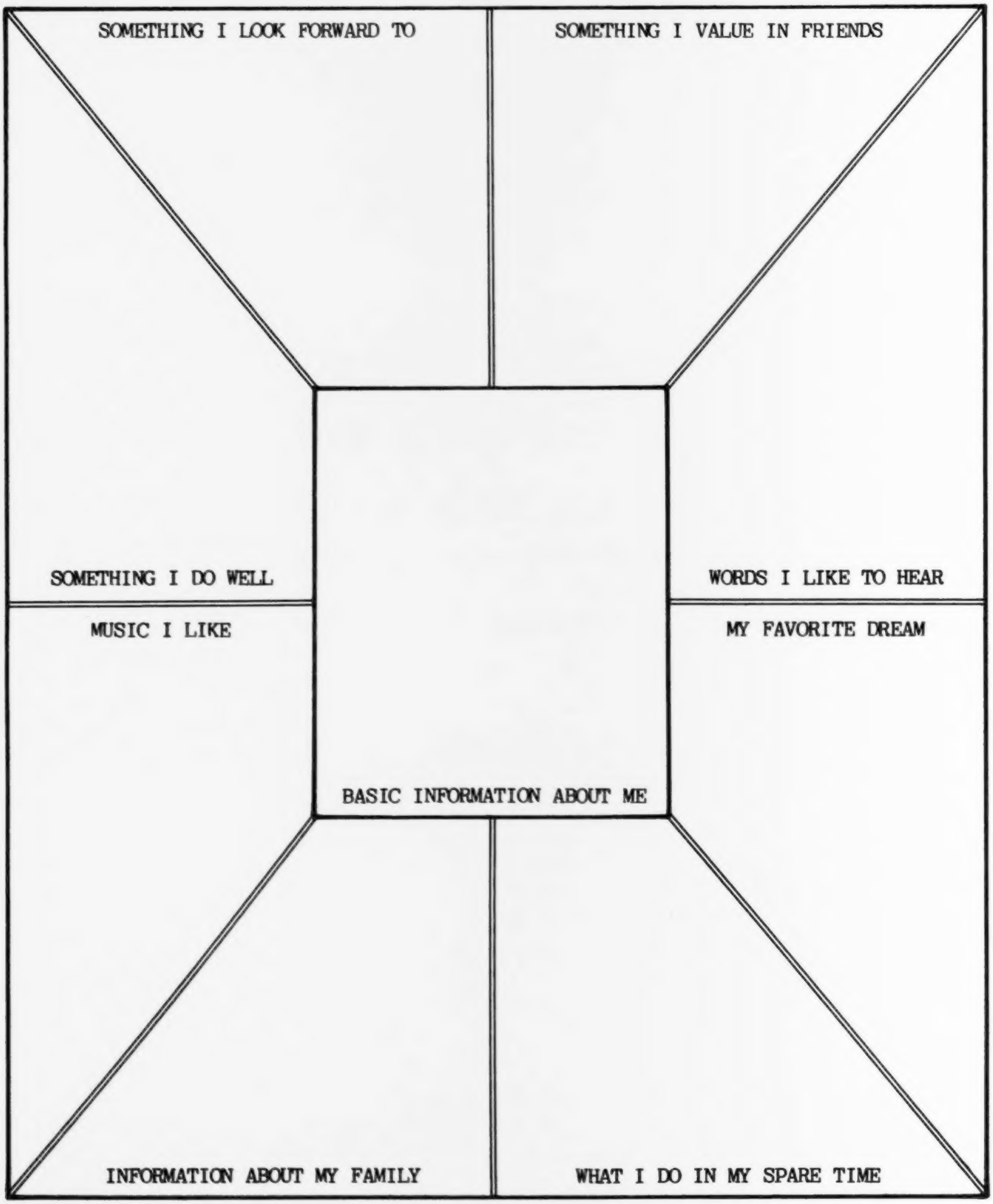
Bring the group back together and ask participants to discuss their feelings about the activity. Point out that direct communication may, at times, cause anxiety. This might also be a good time to discuss responsibility for self disclosure and their freedom to choose not to participate in an activity.

Leave the personal banners on the wall for additional sharing opportunities at a later time. If this is not possible, encourage students to take their banners home to share with someone in the family.

Discussion Points:

1. How did you feel about participating in this activity?
2. How many of you learned something new about your classmates?
3. Did you find other students with interests similar to your own? What were some of the interests?

Handout 1
THE BANNER


SOMETHING I LOOK FORWARD TO
SOMETHING I VALUE IN FRIENDS
SOMETHING I DO WELL
WORDS I LIKE TO HEAR
MUSIC I LIKE
MY FAVORITE DREAM
BASIC INFORMATION ABOUT ME
INFORMATION ABOUT MY FAMILY
WHAT I DO IN MY SPARE TIME

Activity 3
NAME GAME

Purpose: Warmup activity to introduce group members to one another. To reduce nervousness and increase enthusiasm for the program. (Objective #2)

Materials: None.

Time: 15 minutes.

Procedure: Ask group members to think of a vegetable that begins with the same letter as their first name. Starting at one end of the room, ask the first person to give his or her name and vegetable. For example, a girl named Linda might call out Linda Lettuce. Proceed around the room with each person repeating the names of all previous persons, then giving his or her own name. In this way, the group will learn each other's names and have fun at the same time.

This activity could be done with first names only, leaving out the vegetable.

Discussion Points:

1. What did you think of that activity?
2. How many names do you remember?
3. Who can name everyone in the class?

Activity 4
FIRST IMPRESSIONS

Purpose: Warmup activity to help students get to know one another. To raise students' awareness of the way they are perceived in a new group. (Objective #2)

Materials: Paper and pencils.

Time: 15-20 minutes.

Planning Note: Use this activity only with mature classes such as senior seminars. Also, it is best to conduct one of the previous warmup activities prior to this one.

Procedure: Pass out a sheet of paper to every student. Tell students to put their names on their papers, then to look around the room and consider their initial impressions of each person in the class. Explain that they can give only positive impressions.

When you say "go," each person passes his or her sheet to the right. As students receive the new sheets of paper, they should think briefly about the person whose paper they have and write down a word or phrase that sums up their first impression of that person. Examples of first impressions might be "outgoing," "shy," "nice dresser," "full of jokes."

Remind students that you want this class to be special and for everyone to belong. It is important for them to be respectful to one another. Insist that students avoid being mean or scapegoating anyone in the class. No rude comments are acceptable. Anyone who cannot honor these rules at this point in the course had best drop out and take another class.

Repeat the instruction "go" every 30-45 seconds until each person has received his or her own paper again.

Discussion Points:

1. What was your reaction to the comments you received?
2. Do you think others' first impressions are accurate?
3. Ask students to take a closer look at any comments they consider to be negative. What makes them think the comment is negative? Explain that sometimes people tell us things about ourselves in an attempt to give some honest feedback. This is constructive criticism. Other times people may say things to be rude or hurtful. It is important to differentiate between the two types of comments.
4. Would any of you like to be seen differently than you were in this activity? What can you do to help make that happen?
5. Ask students to keep their "First Impressions" sheet in a secure place until the end of the course.

Activity 5
PEOPLE HUNT

Purpose: Warmup activity to help students get to know one another. To create a sense of group cohesiveness. To recognize the uniqueness and/or special talent of each person in the group. (Objective #2)

Materials: Index cards and pencils.

Time: 15-20 minutes.

Procedure: Hand out index cards. Tell students to write down something about themselves -- a special interest, talent, or experience -- that makes them unique. It should be something that isn't a secret that other people can hear about.

Collect the cards, shuffle them, then redistribute them, being careful not to return anyone's own card. Tell students to move around and talk to each other, introducing themselves to various people until they find the person whose card they have. Once they find the right person, they should return the card and take a seat.

When everyone has matched the card to the person, go around the room and have each person read his or her card.

Discussion Points:

1. How did it feel to introduce yourself to people you didn't know?
2. Comment on the diversity and richness of talent and interests within the group.

Activity 6
ID CARDS

Purpose: Warmup activity to help students get to know one another. To help students build social skills such as initiating conversations with new people. (Objective #2)

Materials: Index cards, pencils, pins.

Time: 15-25 minutes.

Procedure: Distribute index cards, pencils, and pins. Instruct students to make name tags which answer each of the following questions (change these questions if you wish).

Center: What name do you want to be called in this class?
Top left corner: How do you feel about being back in school?
Top right corner: What is your favorite recreational activity?
Bottom left corner: Who taught you the most about sexuality?
Bottom right corner: What age would you like to be?

Ask students to mill around and share the information on their cards with others in the group, spending 1 or 2 minutes with each person. Reconvene the large group.

Discussion Points:

1. What was difficult about this activity?
2. What, if anything, did you gain from doing it?
3. How did group members interact with one another?
4. What did it feel like walking up to someone you didn't know?
5. What would make this easier for you?

Activity 7
TALKING ABOUT SEXUALITY

Purpose: Warmup activity to facilitate trust in the class. To help students understand the dynamics of discussing sexuality issues. (Objective #2)

Materials: Newsprint and magic markers.

Time: 20-35 minutes.

Procedure: Divide the class into groups of six and give each group newsprint and a magic marker.

Explain that you want the class to look at all the possible reasons that might make group discussion about sexuality difficult. Tell the groups that you want them to discuss and make a list of all the things that inhibit people from talking about sexuality with each other, whether in a classroom, at home, or anywhere else. Have them put stars by the most important reasons.

After 5-10 minutes, have the groups post and read their lists. Encourage them to compare each other's lists and to comment upon the similarities.

Discussion Points:

1. Would it be easier to talk about sexuality in a group that is all female or all male? Why?
2. What are the advantages and disadvantages of talking in same-sex groups? In mixed groups?
3. Would it be easier to talk if everybody in the group was about the same age? Why?
4. How does the language of sexuality (technical words versus slang) affect your ability to discuss the topic openly?
5. What are the major obstacles that prevent teenagers from talking to their parents about sexuality?
6. What prevents parents from talking about sexuality with their teenagers?
7. Why might it be hard for boyfriends and girlfriends to talk about sexuality? Wives and husbands?
8. Which group is more open to talking about sexuality, males or females? Why?
9. Is trust essential in discussing sexuality with others? Why or why not?
10. What kinds of things could the class and the teacher or facilitator do to make discussion more open? (This helps the students take some responsibility for the success of the class.)
11. What are some societal or group pressures (e.g., the double standard) that inhibit the discussion of sexuality?

Activity 8
EXPECTATIONS

Purpose: To identify students' personal and academic expectations for the course. (Objective #1)

Materials: Index cards and pencils.

Time: 20 minutes, then 20 minutes again at the end of the course.

Procedure: Distribute index cards. Ask students to think for a minute about their expectations for the course. What would they like to learn in this class? Have them write down their expectations on one side of the card. On the other side, ask students to write one personal goal that they hope to accomplish during the semester. For example, one person might want to participate more in class discussions; another might want to have more conversations with parents.

When students are finished, have them mill around to reintroduce themselves to each other and discuss one expectation they have for the course. After about 5 minutes, have the group come back together.

Review their expectations. Discuss your own expectations. Ask students to put their names on the cards and to pass them in. Explain that you will return the cards at the end of the course. At that time, you will discuss whether or not their expectations were met. They will also be able to assess their progress in meeting their own goal for the semester.

Discussion Points:

(To be discussed now)

1. What rumors have you heard about this course?
2. What do you think it will be like?
3. How might you get information that is not going to be highlighted in this course?
4. How do you feel about the planned content and the course requirements?

(To be discussed at the end of the course)

1. Were your expectations met?
2. What do you still want to learn about?
3. Did you accomplish your goal?
4. Was the goal achievable?
5. What would you do differently the next time?

Activity 9
SEX VS. SEXUALITY

Purpose: To help students develop a broad definition for sexuality. Many people think of sexual intercourse or reproduction when they hear the word sex. Sexuality is actually an integral component of the entire personality. It is important for adolescents to understand that they can explore and discuss sexuality without discussing adult genital sexual activity. (Objective #3)

Materials: Blackboard and chalk.

Time: 10-15 minutes.

Procedure: This activity can be done either with the large group or with students divided into groups of two or three.

Write "sex" and "sexuality" on the blackboard. Ask students to think about some of their ideas about the word sex. Ask them to call out some thoughts that seem to fit the word. If students are stuck, give a few examples, such as sexual intercourse, reproduction, sex organs, man and woman.

Now ask students if the word sexuality means anything different from the word sex. Write down all ideas. Emphasize the following points:

- There are no right or wrong answers.
- Their ideas are not necessarily fixed and will probably change as they learn more about sexuality.
- Some people may be uncomfortable discussing sex and sexuality because of its personal meaning and individual values.

In a large group, provide an opportunity for students to exchange some of their ideas about sexuality. Watch for the word "love"; if it does not appear by the end of the exercise, discuss this.

Discussion Points:

1. Offer a broad definition of sexuality; include gender role, social role, feelings, and relationships. For example: "Human sexuality is a function of the total personality which begins at birth and ends at death. It includes genital or reproductive processes. It also includes 1) how one feels about himself or herself as a person, 2) how one feels about being a woman or a man, 3) how one relates to members of the same sex and the opposite sex." This broad definition of sexuality and relationships will be the basis of the course.
2. Comment that what falls under these two words is given to us by our culture, our religion, and our family and friends. We can create our own meanings for these words but need to be aware of what meanings they have for others around us, including our parents.

UNIT II

COMMUNICATION SKILLS

Overall Goal

To help students develop skills in general communication and provide opportunities to practice communicating specifically about sexuality with parents, peers, and significant others.

Rationale

The ability to communicate effectively increases in importance as teenagers move into adolescence. They are pulling away from family relationships, interacting much more with their peers, and beginning to develop romantic relationships. Many adolescents find it difficult to negotiate these new situations. Having the ability to listen carefully to others and to express clearly their own ideas, feelings, attitudes, and needs will, in many cases, reduce the conflict and frustration that adolescents often experience at this time.

Communication in general is a difficult skill to develop; communication about the sensitive issue of sexuality is even more difficult. This unit will give students the opportunity to learn about and develop general communication skills and to apply those skills to the topic of sexuality.

Behavioral Objectives

Students will:

1. Become aware of their own level of communication skills.

2. Be able to express thoughts, opinions, feelings, and needs to others.

3. Be able to listen to others' thoughts, opinions, feelings, and needs.

4. Be able to initiate and maintain conversations about sexuality.

UNIT CONTENTS

Activity Number and Name	Time Required (Min.)	Objectives to Be Achieved	Recommendations for Planning
10 Rumor Game	15-25	#1	Conduct one or more of these activities to introduce the topic.
11 How Well Do You Listen?	10	#1, 3	
12 What Gets in the Way?	15-20	#1, 3	
13 Initiating Conversations	30-45	#1, 4	
14 Lecture: Effective Communication	40-120	#2, 3	Conceptual presentation.
15 Communication Practice	10-15	#1-4	
16 I-Messages	25-50	#1, 3, 4	Conduct as many of these activities as possible to reinforce information from the lecture and to practice communicating.
17 Body Language	15-20	#1-4	
18 Reflective Listening	20-35	#1, 3	
19 Lecture: Negotiation Skills	15-20	#1-3	
20 Steps for Solving Problems	20	#1-3	
21 Discussing Sexuality With Parents	25	#2-4	Conduct one or more of these activities to help students apply communication skills to parent/child and peer relationships.
22 Searching for a Solution	30-40	#2-4	
23 Film: Parent/Child Communication	35-45	#2, 3	
24 Student Presentations	4 per student	#1-4	More skill practice.

Activity 10
THE RUMOR GAME

Purpose: Warmup activity to convey to students that listening is difficult. (Objective #1)

Materials: None.

Time: 15-25 minutes.

Procedure: Ask students if they ever played "telephone" in grade school. Tell them that they are going to experience a similar activity. Divide the class into two groups and ask them to line up. Call the first person in each line to the front to listen to a message. They will then call the second person in their line to listen to the message. The second person will then repeat the message to the third person and so on. The message is:

> "Donald and Ann have been dating for 2 years. Last month Ann found out that she was pregnant. Ann does not feel ready to have a baby at age 16. Donald would like Ann to have the baby and give it up for adoption."

Ask the last person in each line to repeat the message. Now read the original message to the entire class.

Discussion Points:

1. Did the communication break down? If yes, how?
2. Does that kind of breakdown occur in other situations?
3. Did anyone notice that she or he didn't have the facts straight?
4. Did anyone distort the facts on purpose, perhaps as a joke? (Make the point that playful distortions can end up hurting someone.)

Activity 11
HOW WELL DO YOU LISTEN?

Purpose: Warmup activity to help students examine their own listening skills. (Objectives #1, 3)

Materials: None.

Time: 10 minutes.

Procedure: Begin the session by telling the group about a minor problem that you are having in your life. Talk for less than 1 minute. Now ask for a volunteer to rephrase or summarize what you have just said. After one student summarizes, ask the group what, if anything, the volunteer omitted. Fill in any omissions and ask the group to evaluate themselves on their listening skills.

Discussion Points:

1. How accurately did you hear what I said?
2. What did you omit?
3. How can you improve your listening skills?

Activity 12
WHAT GETS IN THE WAY?

Purpose: To identify behaviors that interfere with effective communication. (Objectives #1, 3)

Materials: Handout 2, "Dreadful Don'ts."

Time: 15-20 minutes.

Procedure: Prior to the class, ask a student to come to the front of the room to talk with you when class begins. The student can discuss anything -- plans for a career, likes/dislikes about school, etc. During the conversation, use as many of the "Dreadful Don'ts" as possible. After about 3-5 minutes of conversation, ask the group what they thought of the conversation. After discussing their observations, ask students to brainstorm other behaviors that get in the way of open communication. List their suggestions on the board. Offer other examples. Distribute the handout and review it with the students.

Discussion Points:

1. What did you think of our conversation?
2. How would you evaluate me as a communicator?
3. What kinds of things did I do that got in the way of good communication?

Handout 2
DREADFUL DON'TS

Don't interrupt.

Don't change the subject.

Don't say "should," "always," "never."

Don't talk down.

Don't laugh at people.

Don't call names.

Don't assume.

Don't yell.

Don't threaten.

Don't blame.

Don't physically intimidate people.

Don't try to make people feel guilty.

Don't accuse.

Don't bring up the past.

Activity 13
INITIATING CONVERSATIONS

Purpose: Warmup activity to help students become aware of the role they tend to take in conversations. (Objectives #1, 4)

Materials: None.

Time: 30-45 minutes.

Procedure: Pair students and ask them to discuss a recent issue that was of some importance. After they have talked for a few minutes, ask them to stop. Explain that the purpose of the activity was to see what roles different individuals play in beginning conversations.

After a brief discussion, ask students to form groups of four or five. Ask one person in each group to serve as a recorder. The group should list as many ways as possible for a person to initiate a conversation with someone he or she doesn't know well or perhaps doesn't know at all. For example, what could they say to someone they were calling on the telephone for the first time, or to someone they met in the hallway after school? Possible statements might include:

> "What are you doing at school so late?"
>
> "I'm glad I bumped into you. I wanted to tell you that I really agreed with what you said in class today."

After about 10 minutes, have the recorders read the groups' lists. If there is time, have two people -- a boy and a girl -- in each group roleplay a telephone conversation. First have the boy call the girl with the intention of asking her out. Then have them reverse roles. Following both roleplays, discuss the following skills:

Initiating conversations
Maintaining conversations
Handling silences
Giving and receiving compliments
Asking someone out
Ending a conversation.

Discussion Points:

1. Who started the conversation?
2. How did the students decide who would initiate the conversation?
3. Did anyone feel uncomfortable in their position as the passive or active person?
4. Who felt safe in their role? Why? Is this the role that you typically assume?

5. What problems do you experience initiating conversations?
6. Why is communication easier for some people? What can you do to make it easier for you?

Activity 14
LECTURE: EFFECTIVE COMMUNICATION

Purpose: To give basic information about effective communication. (Objectives #2, 3)

Materials: Blackboard and chalk.

Time: 40 minutes to 2 hours.

Planning Note: The following presentation assumes that the teacher can comfortably demonstrate various communication styles. If you feel awkward with roleplay techniques, this may not be an effective approach for you.

If you plan to do Activity 24, "Student Presentations," inform students now that they will be asked to demonstrate effective communication skills for class credit at the end of the course.

Procedure: Discuss the following outline, embellishing with examples the students can relate to. Discuss each point and ask students for their own examples.

Overview of Communication

1. We communicate a number of different things: thoughts, feelings, values, opinions, needs, and desires.

2. We communicate in a number of different ways: speech -- both words and inflection; silence; eye contact; facial expression; body movements; body contact.

3. Difficulties we encounter in communication include: Misunderstandings caused by words having different meanings for different people (such as slang); mixed verbal and nonverbal messages; not listening carefully; not getting the other person's attention.

   Inability to empathize (i.e., to understand how another person is feeling and thinking).

4. It is particularly difficult to communicate about sexual issues (let students suggest reasons why it might be difficult before mentioning these): facts are unknown; feelings are strong (embarrassment, fear, excitement); values and attitudes vary greatly from person to person; many people are uncomfortable with sexual vocabulary.

Effective Communication Techniques

Note: Demonstrate each of these skills for the group. Allow them to practice each in dyads. If necessary, continue at the next session.

1. Becoming Aware of Self

This conceptual model offers a way of understanding what goes on inside you -- your thoughts, feelings, and expectations.

Experience. You have an experience. You may see or hear something. All of the senses (touch, smell, sight, sound, taste) may be involved.

Interpretation. You try to make meaning out of what you just experienced.

Feeling. You have some emotional response to your interpretation of your experience.

Intentions. You want something to happen based on your thoughts and feelings.

Actions. You verbally or nonverbally express what you experience, interpret, feel, and want.

Note: Demonstrate the model before or after the lecture by walking into the classroom and announcing firmly that there will be a pop quiz that will count one fourth of the grade. Tell students to take out a sheet of paper. (Play this out for a minute or so with a straight face.) Now ask students:

- What did you see and hear? (Experience)
- What did you think about that? (Interpret)
- How did you feel? (Feeling)
- What did you want? (Intention)
- Did you express any of this (for example, complain)? (Action)

Use this example to help students understand the conceptual model. Point out the different ways that students reacted to the experience. Explain that this is typical. You did something and individuals in the class interpreted that behavior in a variety of ways.

Encourage students to use this model to think about their own experiences. It might be particularly helpful whenever they have a strong emotional response to think back through all of the steps. This may help them understand what led to such a reaction.

2. Expressing Your Thoughts, Feelings, and Wants

Determine what you think, feel, and want.
Get the other person's attention.
Send message clearly (make sure words mean the same to both).
Make sure message was understood clearly.

3. Speaking for Yourself

Roleplay giving a You-Message to a student. Then give the same message in an I-Message.

To use "I" statements (I-Messages) instead of "You" statements, follow this format:

When ______________________________
I feel ____________________________
Because ___________________________
I want ____________________________

I-Messages are particularly effective when someone is doing something that is causing you a problem or evokes a strong emotional response in you.

For more practice, refer to Activity 16, "I-Messages."

4. Listening to Others' Thoughts, Feelings, and Wants

Start this discussion by roleplaying. Ask a student to help you. First, play the role of a poor listener. Get students' reactions. Then, play the role of a good listener. Review the following components of good listening:

Pay attention.
Maintain eye contact.
Don't interrupt or take over the conversation.
Give cues for the person to continue (Uh huh, I see, go on).
Maintain "open" body language.
Listen for feelings as well as content.

(For more practice, refer to Activity 18, "Reflective Listening.")

5. Clarifying, Seeking Shared Meaning

Make sure you are understanding correctly (Are you saying...? You feel... This is important to me, let's make sure we both understand this the same way... Could you tell me what you heard me say?)

Demonstrate this skill for the class.

6. Making Decisions

(Some teachers introduce decisionmaking in this unit. Others wait until later in the course.) When communicating with another person, it is often necessary to consider what you want to happen. Perhaps someone is doing something that is causing a problem for you. How do you decide how to handle this? What are you going to do? Many people don't use a conscious decisionmaking process when they face a dilemma. However, there is a step-by-step process that often helps when you face an important decision. Here is the process; you can remember it by using the word DECIDE.

D - Define the problem
E - Educate yourself
C - Consider the advantages, disadvantages, and consequences of all options
I - Identify your choice
D - Design a plan to carry out the decision
E - Evaluate the decision

Ask students to consider this problem: Tony and Chris are friends. They go to a party together. At the party Chris drinks too much, becomes obnoxious, and embarrasses everyone, especially Tony. What would you do about this situation if you were Tony?

Ask students to use the DECIDE method to come to a decision. After about 10 minutes, ask students to share their choices and the thinking that went into them.

Now have students form dyads. Tell them to assume that the decision has been made that Tony will discuss the problem with Chris. Ask them to roleplay the situation between Tony and Chris using I-Messages and the other communication skills that they have learned to carry out their decision.

Tell students that they will practice decisionmaking in a later unit.

7. Negotiating and Solving Problems

This technique is used when two people have heard each other correctly but disagree. Tell students that you will give them some techniques for negotiation later (Activity 19, "Negotiation Skills.")

Emphasize that students will be reviewing and practicing these effective communication skills throughout the course.

Discussion Points:

1. What problems, if any, do you have with communication?
2. Are some topics more difficult for you to discuss than others?
3. Of all these skills, which do you need to work on?
4. Explain to students that they may wish to choose carefully with whom to share their thoughts, feelings, and wants. Some people can't handle this style of intense communication.

Activity 15
COMMUNICATION PRACTICE

Purpose: To give students an opportunity to practice effective communication skills. (Objectives #1, 2, 3, 4)

Materials: None.

Time: 10-15 minutes.

Procedure: Have students form dyads. Review the communication skills discussed earlier: listening, clarifying, expressing one's self clearly, using I-Messages. Tell students that you want them to discuss an issue, paying attention to their communication style. Possible issues:

- What's wrong with this school?
- What do you expect to gain from taking this course?

After about 5-10 minutes, bring the large group back together.

Discussion Points:

1. How would you rate your communication?
2. Did you feel that your partner understood what you were saying?
3. Were you clear about your partner's views?
4. How was your body language, eye contact, etc.? Ask partners to give each other feedback.

Activity 16
I-MESSAGES

Purpose: To help students express their feelings and attitudes effectively. To demonstrate to students ways ways to tell another person how his or her behavior is affecting them. (Objectives #1, 3, 4)

Materials: Blackboard or a poster providing the I-Message structure.

Time: 25-50 minutes.

Procedure: Explain that part of communication is expressing reactions to others. A person may do something without realizing when, how, or why it is a problem for you. "I-Messages" provide others with information about how you feel about what they are doing and why you feel that way without accusing or attacking the other persons.

Criticizing others usually only makes them defensive. But describing your feelings directly and calmly can increase your chances of being heard.

Students can use the following to construct an I-Message:

When you ______________________________ (Describe the behavior)

I feel ______________________________ (Your feeling)

Because ______________________________ (The impact on you)

I want or I would appreciate it if ______________________________ (What you want)

Using the following examples or others that you make up, supply examples of situations where I-Messages could be given.

Tom is dating Jill and has been paying for all the dates. He resents it.

Put Down: You're so cheap; you get on my nerves.

I-Message: I am starting to feel resentful because I'm spending a lot of my money on our relationship. I would appreciate it if you would start paying for some of the things we do.

Jill feels pressure to spend more time with Tom than she wants to.

Put Down: Boy, are you possessive.

I-Message: I am feeling uncomfortable because I'm neglecting many of my other friends. I would appreciate it if you could understand that sometimes I will make plans with others.

Tom would like to be more affectionate but is nervous about it.

Put Down: You are always so distant. It's impossible to get close to you.

I-Message: I would like to hold your hand and put my arm around you, but I feel nervous about it because you may not want me to. I would appreciate it if you would tell me if you would like that or not.

Jill is unsure about how far to go sexually and wants time to think about it.

Put Down: All you want to do is push me into doing more than I want to.

I-Message: When we spend time kissing and touching (making out) I feel confused because I'm enjoying it, but I also feel unprepared for much more. I want you to stop trying to convince me to do more so that I can think through my decision. I would also like to discuss the issue with you.

After discussing the various situations, talk about assertive behavior and communication. Clarify the differences between nonassertive, assertive, and aggressive behavior.

Nonassertive: self denying, inhibited, allows others to choose for self.

Assertive: expressive and firm, chooses for self, sticks up for oneself.

Aggressive: demanding and hostile, selfish, chooses for others.

Alternative Procedure: Assign homework to write an I-Message to give to a friend. Tell students you will collect the I-Messages at the beginning of the next class; they should not put their names on this homework. At the next class, read each I-Message and give feedback. Students can join in the critique.

Discussion Points:

1. Ask students to think back to the last time that they felt put down or taken advantage of.
2. How did they handle it?
3. How could they have handled it differently? (Encourage roleplaying if this seems appropriate.)

Activity 17
BODY LANGUAGE

Purpose: To identify forms of nonverbal communication. To identify the sexual messages that are often sent nonverbally. (Objectives #1, 2, 3, 4)

Materials: None.

Time: 15-25 minutes.

Procedure: Tell students that you want to test their ability to pick up on nonverbal messages. Explain that you are going to try to communicate several different feelings nonverbally while they guess what you're feeling. Communicate the following feelings nonverbally: sadness, anger, joy, boredom, and nervousness. Ask for student volunteers to communicate other feelings.

Next, tell students that a study conducted at UCLA identified four types of dressing that males perceive as a sexual "come on" from females: no bra, skimpy shorts, see-through or low-cut blouses, very tight pants.

Ask for students' reactions. Emphasize that clothing often sends a message that we don't wish to send. Ask the group to brainstorm types of clothing that females may perceive as a sexual "come on" from males. (Examples: tight pants, unbuttoned shirt, bikini swim trunks.)

Now have the group list other behaviors that may have sexual messages. (Examples: giving a person the "once over," staring at a particular body part, maintaining eye contact for over 3 seconds, touching someone a lot, walking with too much wiggle.)

Make it clear that you are not labeling any style of dress or manner as "bad" or "good" but that you want students to be aware of the assumptions that others might be making about them.

Discuss possible consequences of sending these messages (being flirted with, being propositioned, etc.)

Discussion Points:

1. What are some of the ways that you communicate nonverbally?
2. Do you ever send messages that you aren't aware of?
3. Does your nonverbal communication (smile, clothing, etc.) ever contradict what you are feeling or saying verbally?
4. Make the point that clothing and body language may also give the message "stay away." Ask students for examples (always covered from neck to ankles, arms crossed, no eye contact, etc.)
5. Discuss possible consequences of sending mixed messages.

Activity 18
REFLECTIVE LISTENING

Purpose: To encourage students to recognize and pay attention to the feelings of other people. (Objectives #1, 3)

Materials: Handouts 3 and 4, "Feeling Words" and "Guidelines for Good Listening."

Time: 20-35 minutes.

Procedure: Ask for a volunteer to participate in a roleplay with you. Take the student aside and explain that you will do two roleplays together. One will demonstrate poor listening skills, the other good listening skills. Ask the student to think of a problem that she or he has recently experienced. Warn the student that during the first roleplay you will not be listening and may be rude.

Bring the volunteer student back to the front of the class. Tell the class that the student is going to discuss a problem with you. As the student begins, interrupt frequently. Do not maintain eye contact. Change the subject at least once. Then after 2 or 3 minutes, stop. Ask the class for feedback and discuss students' reactions.

Now have the student continue to tell you the problem. In the second roleplay, follow all the guidelines in Handout 4. Spend 3 or 4 minutes modeling effective listening skills and ask for feedback again. Discuss some of the differences between the two roleplays.

Pair students, explaining that they will now have the opportunity to practice using some effective listening skills. Distribute the two handouts; and review the list of words to make sure that students understand what each one means. Clarify the difference between feelings and thoughts.

Ask each pair to decide who will speak and who will listen. Ask the speaker to think of a recent issue to tell the listener, something that evoked positive or negative feelings. Instruct the listener to be attentive, to maintain eye contact, and to try to determine how the person is feeling about the problem. Suggest that the listener use the "feeling words" sheet to help label the feelings the other person is expressing. Then have the students switch roles.

Discussion Points:

1. What difficulties did you have listening (e.g., did your mind wander)?
2. Was it easier to listen or to speak? Why?

Handout 3

FEELING WORDS

ANGRY
ANNOYED
ANXIOUS
APPRECIATIVE
ASHAMED
ASTONISHED
BORED
CHEERFUL
CONTENTED
CRITICAL
DELIGHTED
DEPRESSED
DISAPPOINTED
DISCOURAGED
DISGUSTED
DISSATISFIED
EAGER
EMBARRASSED
ENCOURAGED
ENVIOUS
EXCITED
FRUSTRATED
GLOOMY
GRUMPY
GUILTY
HAPPY
HATEFUL
INDIFFERENT
INTERESTED
IRRITATED
JEALOUS
LOVING
MISERABLE
PLEASED
PROUD
RELAXED
RESTLESS
SAD
SATISFIED
SCARED
SILLY
SURPRISED
TENSE
TERRIFIED
TIRED

Handout 4
GUIDELINES FOR GOOD LISTENING

1. Maintain eye contact.

2. Avoid thinking of a reply while the other person is still talking.

3. Avoid jumping to conclusions.

4. Clarify thoughts and feelings for the other person.

5. Pay attention to what the other person is saying.

6. Don't interrupt.

7. Nod, say "uh huh" or "go on" to encourage the other person to continue.

Activity 19
LECTURE: NEGOTIATION SKILLS (II-10)

Purpose: To give students information on methods for solving problems. (Objectives #1, 2, 3)

Materials: Handout 5, "Negotiation Skills."

Time: 15-20 minutes.

Procedure: Explain to the students, "The communication techniques that we have discussed and practiced so far will help make sure that communication is clearly understood by two or more people. However, there are some situations in which people understand one another but simply disagree. In other situations conflict occurs because the people have not heard one another correctly. Negotiation skills can help in both of these situations."

Present the guidelines for negotiating that are listed in the handout. If possible, give each student a copy. Point out that even when they use these guidelines, not all problems will be resolved, and some problems may take months to resolve.

Optional Homework: Ask students to use negotiation skills to help resolve a minor conflict at home, such as use of the telephone or household responsibilities. This should be presented as an optional activity that students can do for extra credit.

Discussion Points:

1. Would you find these guidelines helpful? If so, under what circumstances?
2. How would you introduce this process to someone you have a problem with?

Handout 5
NEGOTIATION SKILLS

1. Define the problem in terms of each person's needs. State your needs using I-Messages. Use reflective listening to make sure you understand the other person's feelings or needs. Use the following techniques to encourage open communication during this discussion:

   Slow it Down (Statements)
   Slow down.
   Hold it.
   Wait.
   Stay cool.
   I have listened to you; now please listen to me.
   I want to discuss one thing at a time.

   Make a Statement (Bridging)
   That makes sense to me.
   I get it.
   I'm not clear about....
   I don't understand.
   I'm lost.
   I see.
   I can appreciate that.
   I agree with your perception.
   It's true.
   I don't see it immediately; please explain one more time.
   I don't see how that relates.
   I thought we were talking about....
   I must have missed something.
   I don't know why you're being quiet now.
   I do that.
   I don't know what you're thinking (feeling) now.
   That's hard for me to put together.
   I'm having mixed feelings.
   I don't feel heard.

   Ask a Question
   What do you mean?
   Can you be more specific?
   Can we go back to the subject?
   Can we deal with one thing at a time?
   Can you tell me what you think I said?
   Do you want to work on this?
   What do you think we should do?
   Do you really believe that?
   What are we arguing about?
   How did I do that?
   What can I do to make you feel better about that?
   Are you saying that...?

2. Generate possible solutions. Brainstorm a list of solutions. Encourage the other person to contribute.

3. Weigh advantages and disadvantages of each solution. Be honest in your considerations. Pay attention to verbal and nonverbal clues about the other person's satisfaction with the solutions.

4. Decide on a mutually acceptable solution. Be prepared to compromise. Recognize that some people such as teachers, employers, and parents do have greater authority. Make sure you and the other person understand the selected solution to your satisfaction and vice versa. Have the person repeat it.

5. Implement the solution. Decide who does what by when. Confront the other person with an I-Message if solution is forgotten in the following days.

6. If a solution has not been reached, explore the who, what, how, when and where of the problem.

7. If a breakthrough has still not occurred, designate another negotiation time, and wait until then to discuss it.

Activity 20
STEPS FOR SOLVING PROBLEMS

Purpose: To give students a meaningful way to cope with interpersonal communication problems. (Objectives #1, 2, 3)

Materials: Paper and pencils.

Time: 20 minutes.

Procedure: Ask students to take out a sheet of paper. Explain that you are going to lead them through an activity that presents problem-solving in 13 short steps. Each step will help them recognize how they view the problem.

Step 1: Choose an interpersonal problem you want to tackle -- one that has really been bothering you.

Step 2: Write a simple statement of the problem. [My boyfriend is cold and unaffectionate.]

Step 3: Ask yourself the following questions about your written statement: Do I think of myself as being personally involved in the problem? Do I mention myself in the problem?

Step 4: If the answer is no, rewrite the statement of the problem in words that refer to yourself. [My boyfriend is cold and unaffectionate toward me.]

Step 5: In your new statement, do you identify how you feel and react?

Step 6: If the answer is no, rewrite the statement indicating your feelings and reactions. [My boyfriend is cold and unaffectionate toward me and that makes me sad and angry.]

Step 7: Did you speak of your feelings and reactions as something you do to yourself or something someone does to you? [...and that makes me sad and angry.]

Step 8: If necessary, rewrite the statement owning your own feelings. [I feel sad and angry when my boyfriend is unaffectionate.]

Step 9: Does your statement reflect what you do to contribute to the problem?

Step 10: If not, rewrite it indicating your contribution. [I contribute to the problem by not asking for the affection that I want.]

Step 11: Now that you've considered your own contribution to the problem, list actions that you might take to deal with the problem. [Ask for a hug; initiate more affection; and/or begin a conversation about the needs you both have for affection.]

Step 12: Review each action in Step 11. Now think about your willingness to try any of these actions. Rate your willingness to do each on a scale from 1-9 (1= not at all willing; 9 = very willing).

Step 13: Take some action!

After students have gone through all of the steps through Step 11, discuss the following points.

Discussion Points:

1. Most interpersonal relationships experience difficulties.
2. Usually, both parties contribute to the difficulties.
3. You can change your own behavior but not the behavior of the other person.
4. Solving the problem depends -- at least in part -- upon your behavior, your feelings, your attitude, and your willingness to change.

Adapted from "Solving Problems With People," Communicate! A Workbook for Interpersonal Communication by Communication Research Associates, Kendall/Hunt Publishing Co., 1978 (Appendix D).

Activity 21
DISCUSSING SEXUALITY WITH PARENTS

Purpose: To encourage students to initiate and maintain conversations about sexuality with their parents. (Objectives #2, 3, 4)

Materials: None.

Time: 25 minutes.

Procedure: Pair students. Ask one person to play the role of the parent, the other the role of child. Ask the "child" to initiate a conversation or to ask a question related to sexuality. After 5-10 minutes have them reverse roles.

Discussion Points:

1. How easy was it to initiate a conversation about sexuality?
2. Could you discuss the same topics with your real parents?
3. What might keep you from bringing up a sexual issue with your parents?
4. What could be gained from talking to parents about sexuality?
5. Identify situations that could lead into a conversation about sexuality at home.
6. What sexual terminology would be appropriate for you to use with your parents?
7. Encourage students to talk with their parents. Emphasize that many parents want to discuss sexuality with their children but may feel uncomfortable.

Activity 22
SEARCHING FOR A SOLUTION

Purpose: To allow students to explore ways to resolve conflicts with parents. (Objectives #2, 3, 4)

Materials: Poster of Handout 5, 16mm projector and film: "Adrianne's Man" [Planned Parenthood of Memphis] or "Wayne's Decision" [Planned Parenthood of Memphis].

Time: 30-40 minutes.

Planning Note: Before showing any film to your students, preview the film yourself and obtain approval from the administrator.

For guidelines on selecting and using films in sexuality education and a brief description of each film mentioned in this curriculum, see Appendix B.

Procedure: Introduce the film. Be sure to explain that the film is very short and that the situation won't be resolved. Show it to the class. Allow some general discussion of the film, then divide the students into groups of five.

Have the characters roleplay, using negotiation skills to solve the problem presented in the film. Review the statements for slowing it down, bridging, and asking questions on (Handout 5, "Negotiation Skills").

> For "Wayne's Decision," ask two people to play the role of parents and one person to play the role of Wayne.
>
> For "Adrianne's Man," ask one person to play the older brother, one to play the parent, and one to play the role of Adrianne.

Allow 20 minutes for the negotiations, then reconvene the group. Ask each small group to report the results of the negotiations, allowing the characters to speak first. Be sure to get feedback from the observers in each group.

Discussion Points:

1. How did the various characters feel about the roles they played?
2. Were the guidelines for negotiation easy to follow? If not, what problems did you have following them?

Activity 23
FILM: PARENT/CHILD COMMUNICATION

Purpose: To help students explore communication difficulties between parents and teenagers. (Objectives #2, 3)

Materials: 16mm projector and film:
"It's My Decision As Long As It's What You Want" [McGraw Hill].

Time: 35-45 minutes.

Planning Note: Before showing any film to your students, preview the film yourself and obtain approval from the administrator.

For guidelines on selecting and using films in sexuality education and a brief description of each film mentioned in this curriculum, see Appendix B.

Procedure: Introduce the film. Ask participants to pay attention to positive and negative characteristics of the communication displayed in this film. Discuss the characteristics they observe; then have students roleplay the situation, demonstrating more effective communication to negotiate the conflict.

Discussion Points:

1. What did the daughter want?
2. What were the mother's concerns?
3. What did the daughter do that set up conflict?
4. What did the mother do that set up conflict?
5. How can the conflict be resolved?
6. How would these effective communication skills alter the ways you interact with your own parents?

Activity 24
STUDENT PRESENTATIONS

Purpose: To have students demonstrate the communication skills that they have developed during the course. (Objectives #1, 2, 3, 4)

Materials: Tape recorder, cassette tapes.

Time: 4 minutes per student.

Planning Note: Prepare students in advance for this activity, preferably at the beginning of the course, but carry out the activity near the end of the course.

This activity has been quite successful in reinforcing students' communication skills. Because they know that they will have to demonstrate their skills at the end of the course, they make more of an effort to acquire the skills necessary to do a good job.

Some teachers grade students on their presentations and count them about 10% of the final grade. However, it is difficult to objectively evaluate a person's communication skills. The teacher at University City Senior High in St. Louis uses a 12-point scale; she automatically gives any person who even attempts to give a presentation 5 points, then adds one point each time the student uses an effective communication technique and takes 1 point away if the student says something that inhibits communication. She then translates the numerical scores into letter grades and averages them into the students' total grades.

Rather than giving grades, some teachers simply give additional credit to students who make the effort to give a presentation.

Procedure: Explain this activity at the beginning of your course, then carry it out toward the end.

Assigning the Presentations

1. Choose an issue that has especially interested you or is somewhat controversial in our society (clothing and sexual messages, parental notification of birth control for minors, premarital sex, etc.)
2. Discuss your choice with the teacher to get his or her approval. (Indicate that no more than three students can choose the same topic.)
3. Write a five-paragraph essay discussing the following about the issue:

   My subject is....
   My position is....
   Three reasons for my position are....

Remember to use I-Statements when discussing your point of view.

4. At the end of the course, you will present your issue orally to class and defend your position in a 2-minute discussion with the teacher. (If some students are overwhelmed by the thought of talking in front of the entire group, you could give them the option to discuss their issue with you after school.) The objective of the presentation and the discussion with the teacher is to clearly communicate your position, making sure that the teacher hears and understands you and vice versa. You will be graded (optional) on your ability to effectively use:

   - active listening
   - feeling words
   - I-Statements
   - clarifying questions
   - negotiation skills
   - techniques to slow down the communication
   - a sense of humor (bonus point).

Giving the Presentations

At the end of the course when the students are ready to give their presentations, explain that they will each have 5 minutes, as follows:

1. The teacher will turn on the tape recorder.

2. The student will state his or her position.

3. The teacher will respond by playing the devil's advocate. (Explain and demonstrate this before the activity.)

4. The student will maintain the conversation using communication skills discussed earlier.

5. When 2 minutes have elapsed, the teacher will call time and stop the tape recorder.

6. During the final 2 minutes, the class can discuss the effectiveness of the communication.

Discussion Points:

1. How did you feel about giving a presentation?
2. What did you gain from the experience?
3. What do you think you did well?
4. How could you improve?

UNIT III

ANATOMY AND PHYSIOLOGY

Overall Goal

To help students understand sexual anatomy and physiology and adolescent sexual development.

Rationale

Many senior high school students have developed physically into adults. However, their understanding of their physical and concurrent psychosocial changes often lags behind their actual development. Many adolescents express confusion about what is happening to their bodies, thoughts, and feelings; most do not fully understand their now-mature reproductive systems.

This unit will provide students with the information to understand their physical and psychological development as well as reproductive anatomy and physiology.

Behavioral Objectives

Students will:

1. Increase their knowledge about human reproductive anatomy and physiology.

2. Increase their knowledge about adolescent development.

3. Increase comfort and skill in discussing reproductive anatomy and physiology.

UNIT CONTENTS

Activity Number and Name	Time Required (Min.)	Objectives to Be Achieved	Recommendations for Planning
25 Film: Male and Female Development	40-60	#1, 2	Factual presentations These activities are not interchangeable. All could be conducted.
26 Lecture: Puberty Review	20-30	#1, 2	
27 Lecture: Adolescent Development	20-30	#2	
28 Lecture: Anatomy and Physiology	35	#1	
29 Anatomy Drawing	20-35	#1	Conduct either of these to help students apply factual information.
30 Myth Information Game	30-50	#1	
31 Lecture: Feminine Health and Hygiene	20-45	#1	Factual presentation and attitude activity dealing with female health.
32 Attitudes Toward Menstruation	40	#1, 3	
33 Lecture: Masculine Health and Hygiene	20-40	#1	
34 Lecture: Pregnancy and Childbirth	30-50	#1, 3	Factual presentations.
35 Film: Childbirth	50	#1, 3	
36 Quiz: Pregnancy and Childbirth	20	#1, 3	Activities that help students apply what they have learned.
37 Anonymous Questions	20-40	#1, 3	

Activity 25
FILM: MALE AND FEMALE DEVELOPMENT

Purpose: To review the physical and emotional changes of puberty and basic reproductive anatomy and physiology. (Objectives #1, 2)

Materials: 16mm projector and film:
"Am I Normal?" [New Day Films] and "Dear Diary" [New Day Films] or
"Human Growth III" [Perennial Films].

Time: 40-60 minutes.

Planning Note: Before showing any film to your students, preview the film yourself and obtain approval from the administrator.

For guidelines on selecting and using films in sexuality education and a brief description of each film mentioned in this curriculum, see Appendix B.

Procedure: Introduce the film: "Today we are going to discuss male and female development. We will see a film that will show the physical and emotional changes of puberty and reproductive anatomy and physiology. I know that you have passed this stage of development, but it is important for you to understand the way males and females develop sexually. Some of you have younger brothers and sisters approaching puberty. Reviewing this information may enable you to support them through this period."

Show the films "Am I Normal" and "Dear Diary" or "Human Growth III." (The two films will probably take two class periods.) Afterwards, ask participants if they need clarification of any of the facts presented in the film.

Discussion Points:

1. What are the physical changes of puberty for girls? For boys?
2. What are some of the emotional changes of puberty for girls? For boys?
3. Do you think either sex has a more difficult time during adolescence?
4. Do you have any questions about male or female anatomy and physiology?

(For "Human Growth III" only)

5. How would you respond to the questions at the end of the film?

Activity 26
LECTURE: PUBERTY REVIEW

Purpose: To review factual information about sexual development in males and females. (Objectives #1, 2)

Materials: Lecture notes.

Time: 20-30 minutes.

Planning Note: Puberty is the period between childhood and sexual maturation when people's bodies undergo remarkable hormonal and physical changes.

- There is great variation in the timing of puberty. Most children begin between ages 9 and 13 but the actual range in ages is much wider. Boys may begin as early as 10 or as late as 15; girls may begin as early as 8 or as late as 14. On the average, puberty begins approximately 1-2 years earlier in girls than in boys.
- Generally, young people who mature earlier will develop sexual interests at an earlier age. (It follows that the interest in the subject of anatomy and physiology may vary as greatly as the range of physical/sexual development of your group members.)

The changes of puberty include physical growth, sexual development, and emotional changes.

- These may worry an adolescent, particularly if he or she is the first or last in his or her group to start to develop. Chances are, the late developer will catch up with friends soon but might feel better talking it over with someone like an older brother or sister, parent, or teacher.
- Don't assume that all group members find this period of their lives difficult and confusing. Young people go into puberty with attitudes and feelings ranging from eager anticipation to dread; excitement to nonchalance; fear to lack of concern; self-doubt and trauma to self-assurance and comfort.

Procedure: Review the information in the lecture notes.

Discussion Points:

1. What was puberty like for you?
2. Did you have any of the concerns that we have discussed?

Lecture Notes for Activity 26

PUBERTY REVIEW

Male Growth and Development

Boy's testes and scrotum begin to develop between the ages of 10 and 13; this development is usually the first sign of puberty. The skin of the scrotum reddens and wrinkles; testosterone production and sperm development begins; pubic hair appears as a result of the production of testosterone in the testes.

About a year later, the boy begins a rapid growth spurt, growing taller at approximately twice his previous rate. The arms and legs lengthen before the trunk of the body, sometimes causing awkwardness until the body becomes proportionate. At the same time, the penis grows.

Underarm hair and facial hair appear, on the average, some 2 years after pubic hair. Other body hair continues to develop well after puberty.

Some boys' breasts swell slightly; this swelling goes away as the hormones become balanced.

By age 16-18 most males have completed puberty:

Shoulders have broadened.
Limbs and trunk are muscular.
Body growth slows down.
Sperm production is well established.
Body hair is established and continues to develop.

Female Growth and Development

The girl begins a period of rapid growth between the ages of 8 and 12, usually the first sign of puberty. The pituitary gland signals the ovaries to start production of estrogen which triggers the growth spurt. Heads, hands, and feet are the first parts of the body to reach their mature size. Like boys, girls may go through a stage of awkwardness as various body parts grow at different rates. Girls are often worried about the size of their feet and can be assured that the rest of their body will catch up soon. Girls lose less of their body fat than boys, resulting in a rounder appearance.

Breasts usually start to develop soon after the spurt of growth begins and gradually fill out over a period of 3 to 4 years. Development begins with swelling of the nipples; breasts may feel tender and sensitive. One breast may grow faster than the other. This will eventually even out, although occasionally one breast remains slightly larger. Sometimes, the nipples secrete a small amount of milky fluid.

Next, the hips begin to fill out and the rest of the body becomes more rounded and curved.

Pubic hair appears soon after breast development begins.

Finally, menstruation begins.

By the age of 15 or 16, most young women have completed the changes of puberty:

Hips and pelvis have widened.
Breasts have filled out; body is rounded and curved.
Growth slows down.
Body hair is established.
The menstrual cycle is established.

Other Changes

In both males and females, the voice changes during puberty. For a short time, boys may be aware of a cracking or change in register in their voices caused by the lengthening of the vocal cords. This cracking may happen in mid-sentence and cause some embarrassment. Girls' voices also change to a lower register, although not as noticeably.

Sweat glands become more active, especially under the arms. The perspiration itself is odorless, but bacteria on the skin cause unpleasant odors. Most odor can be taken care of by daily washing with soap, water, and deodorant.

Most young people have acne at some time during puberty. Acne appears on parts of the body where there are a lot of sweat glands: face, back, and chest. Acne can have a negative effect on adolescents' body image and self esteem. Since acne occurs when sweat glands are blocked by plugs of oil secretions, the best way to deal with acne is to keep the skin free of excess oil. Many doctors advise adolescents to:

- wash frequently with hot water and soap, then rinse with warm water
- eat a well-balanced diet with a lot of fruits and vegetables
- exercise to stimulate blood circulation to the skin
- avoid squeezing pimples because squeezing bruises and damages the skin.

For many young adolescents, puberty is a time of poor body image. Boys are often concerned about being short and skinny, having some breast development, and looking out of proportion. Girls often worry about uneven breast development, small or large breasts, extra hair development (on the face or nipples), and being an early or late developer.

Increased production of hormones prompts sexual thoughts and daydreams in most young people; most experience a heightened awareness of sexual attraction. Both boys and girls may experience sexual excitement from simply watching or being near someone they are attracted to. They may not understand that the emotions they are feeling are sexual in nature.

Sexual fantasies are common at this time.

Release of semen by boys during sleep, called nocturnal emission or "wet dreams," is common at this time; however, it is also quite normal not to experience nocturnal emissions.

In general, boys and girls become more interested in each other during puberty. However, while sexual interest and thoughts are common, it is also quite normal not to be sexually concerned, especially in the early years of puberty.

Most adolescents demonstrate great shifts of moods during puberty. Discomfort and concern about the changes in their bodies and feelings may be a source of emotional stress; moods shift quickly and unpredictably; crying over seemingly small matters is common for both boys and girls and is not something to be ashamed of. It often helps young people to share their concerns with friends, parents, or siblings. Often, adolescents are surprised and comforted to discover that others share similar concerns and feelings.

Increased feelings of independence are a part of normal development in adolescence. Because these strivings are not yet solid, many adolescents shift between mature and childish behavior. Young people begin to depend increasingly on their peer group for approval and recognition. Relationships with adults begin to change as young people assert their independence; some people find this transition difficult.

Activity 27
LECTURE: ADOLESCENT DEVELOPMENT

Purpose: To present information about the developmental stages of adolescence. (Objective #2)

Materials: Newsprint and magic marker, lecture notes.

Time: 20-30 minutes.

Procedure: Explain to the group that adolescence is probably one of the most difficult stages of life. Ask the group: "What issues do you think individuals grapple with as they begin the transition from childhood to adulthood?" Review the developmental tasks of adolescence (lecture notes).

Put the words "Early Adolescence," "Middle Adolescence," and "Late Adolescence" on three sheets of newsprint. Using the information in the lecture notes, describe the parameters of each stage briefly, giving an age range. Stress that these ages are given as a guide and are not rigid. Ask students to suggest characteristics of each stage. Emphasize that these are normal tendencies but do not necessarily describe a particular child and that the stages overlap.

Discussion Points:

1. Does this describe the stages of adolescence accurately?
2. What characteristics would you add or delete?
3. Are you dealing with any of these issues? If so, how?

Lecture Notes for Activity 27

ADOLESCENT DEVELOPMENT

Developmental Tasks of Adolescence

Independence: Adolescents need to become less dependent on parents. They shift from parents to peers or to belief systems in order to achieve independence. This shift is strong and may involve rebellion. The child may demonstrate ambivalence; that is, she or he may act like a dependent child one day and demand to be treated like an adult the next.

Identity: Adolescents struggle to define themselves and their goals. They are answering the questions "Who am I? What can I be?" This process involves experimenting. Adolescents need to develop sex role identity, a positive body image, and a sense of esteem and competence.

Intimacy: This is a time of preparation for loving relationships. Adolescents are learning to express and manage emotions. They are developing the capacity to love, to be loved, and to be intimate in relationships with others.

Integrity: Adolescents must develop a foundation for sorting out values. Parents have provided a base for this. However, there is a tremendous amount of other input at this time, especially from their peers, school, and the media. Adolescents are deciding what to believe in and how to behave.

Intellect: Adolescents' intellectual capacities are increasing; they are moving beyond the concrete thinking characteristic of childhood to more sophisticated, abstract thinking. Many adolescents become capable of conceptual thinking and of understanding logic and deductive reasoning. This increased ability may heighten self esteem. At the same time, some adolescents tend to overvalue their intellectual theories and see things from an idealistic point of view.

Developmental Stages

Early: Onset of puberty, females aged 10-13, males aged 11-14.

Is starting to move to peers, but still trusts and respects adults
Vacillates between clinging and rebellion
May be confused, preoccupied with body, wonders "Am I normal?"
Is more aware of sexual feelings
May have crushes
May experiment with same-sex sexual behavior
May experience anxiety about peer relationships; wonders "Do I belong?"
Is just beginning to think abstractly.

Middle: Females aged 13-16, males aged 14-17.

Strives for independence
May actively rebel against parents
Often becomes idealistic and altruistic
Is interested in dating; wonders "How can I get a boy or girl to like me?"
Often distrusts adults

May experiment with sexual behavior
Is often greatly influenced by peer group
Loves intensely, "desperately"
Continues to develop abstract thinking.

Late: Females aged 16-?, males aged 17-?

Has become more independent
Has established a set body image
Loves more realistically with commitment and giving
Is more likely to consider "permanent" love relationships
Accords less importance to peer group; is selective in choosing friends
Is developing more consistent framework of values, morals, and ethics
Is able to think abstractly
Is defining life goals and need for further education or training
May experience anxiety about the future.

Activity 28
LECTURE: ANATOMY AND PHYSIOLOGY

Purpose: To provide basic information about anatomy, physiology, and reproduction. (Objective #1)

Materials: Large anatomy drawings. (For a free flipchart that includes anatomy drawings, write to the National Clearinghouse for Family Planning Information, Box 2225, Rockville, MD 20785.)

Time: 35 minutes.

Procedure: Discuss the information in the lecture notes.

Lecture Notes for Activity 28
ANATOMY AND PHYSIOLOGY

Female Reproductive System

External Parts and Functions

Labia majora and labia minora: Two sets of folds on either side of the vagina; provide protection to the clitoris and the urethral and vaginal openings.

Clitoris: A small structure located above the urethral opening at the point where the labia meet; focal point of stimulation for the female.

Urethral opening: A small opening above the vagina for the passage of urine.

Vaginal opening: Located between the urethral opening and the anus; usually covered by a thin membrane prior to first experience of intercourse; outlet for the menstrual flow.

Anus: The outlet for the expulsion of feces (not a part of the reproductive system).

Internal Parts and Functions

Pelvis: The basin-shaped body structure that provides support and protection to the internal reproductive organs.

Pelvic region: The part of the body located between the waist and the thighs.

Bladder: A sac-like structure in the pelvic region; responsible for storing urine (not a part of the reproductive system).

Urethra: A tube through which urine passes from the bladder to the outside of the body.

Vagina: Passageway extending from the uterus to the outside of the body; canal through which the baby passes during delivery; passageway for the menstrual flow to the outside; place where intercourse occurs. Capable of expanding during intercourse and childbirth. Lubricates during sexual arousal; girls often experience vaginal lubrication and possibly orgasm during sleep.

Cervix: The mouth or opening into the uterus; protrudes into the uppermost part of the vagina.

Uterus: A pear-shaped muscular organ located in the pelvic region; beginning at puberty, the lining sheds periodically (usually monthly) during menstruation; baby develops within during pregnancy.

Fallopian tubes: Passageway for the egg from the ovary to the uterus; place where fertilization occurs.

Ovaries: Oval-shaped structure located in the female pelvic region; contain 300,000 to 500,000 egg cells at birth; produce female sex hormones, estrogen and progesterone; begin release of eggs at the time of puberty.

Ovum or egg: About the size of a pinhead; if not fertilized, dissolves and is absorbed. Usually one is released monthly; if more than one egg is released, may result in twin or multiple births.

Menstruation

Function: Periodic shedding of the uterine lining which has formed in preparation for a fertilized egg.

Age of onset and termination: Varies from age 9-17; ends at menopause, about 45-55 years of age.

Length of cycle: Varies; average is 28 days. Intervals may be irregular in young girls.

Duration of flow: Varies; average is 2-7 days. Amount of flow also varies. Some females experience cramps caused by uterine contractions.

Hygiene: May be necessary to bathe more frequently; use sanitary protection; change frequently.

Common myths: Boys can tell when a girl is having her menstrual period; bathing and washing one's hair is harmful while menstruating; boys get venereal disease if they have intercourse at the time of partner's menstrual period; bathing causes menstrual cramps.

Reproductive Process

Ovulation: During ovulation, an ovary releases a mature egg which then becomes available for fertilization; occurs approximately 14 days before a menstrual period begins, but is frequently irregular in young girls. The first ovulation may or may not coincide with the first menstrual period; a girl may begin to ovulate before, at the time, or sometime after she first menstruates. Multiple ovulation may result in twin or multiple births.

Fertilization: The union of an egg with a sperm in the Fallopian tube. Sperm are capable of fertilization up to 7 days after intercourse.

Male Reproductive System

External Parts and Functions

Penis: The male organ for sexual intercourse.

Circumcision: The removal of the foreskin which covers the head of the penis; usually done in the first 4 days of life; aids hygiene (the removal of smegma, a normal secretion from the penis); does not affect sexual functioning.

Erection: The process by which the penis fills with blood in response to thoughts, fantasies, temperature, touch, or sexual stimulation.

Scrotum: The pouch located behind the penis which contains the testicles; provides protection to the testicles; controls temperature necessary for sperm production and survival.

Testes: Two round glands which descend into the scrotum following birth; produce and store sperm starting in puberty; produce male sex hormone, testosterone.

Anus: The outlet for the expulsion of feces (not a part of the reproductive system).

Internal Parts and Functions

Vas deferens (sperm tube): Passageway for sperm, leading from the testicles and joining with the urethra.

Seminal vesicle: A sac-like structure lying behind the bladder; secretes a thick fluid that forms part of the semen.

Prostate gland: A gland located in the male pelvis; secretes a thick, milky fluid that forms part of the semen.

Cowper's gland: Two small glands that secrete a fluid that is released from the penis soon after erection; may contain sperm; neutralizes the acid in the urethra.

Urethra: The tube through which urine passes from the bladder to the outside of the body; closed to urine during ejaculation.

Sperm: The male sex cells; too small to be seen without a microscope; shaped like tadpoles; movement aided by lashing their tails; production begins usually between age 12-14; total number per ejaculation -- 200 to 500 million; may survive in the Fallopian tubes 7 days, but rarely cause fertilization after 72 hours.

Ejaculation: The release of semen from the penis.

Semen: The sperm-containing fluid that passes out of the penis at the time of ejaculation; produced and stored in the seminal vesicles and prostate gland; clear color in young males due to low sperm count; whitish color develops as sperm count increases. Regardless of the color of their semen, boys are still capable of impregnating a girl.

Nocturnal emissions (wet dreams): Erection of the penis and subsequent ejaculation during sleep; related to the individual's level of sexual awareness and interest, usually triggered by sexual dreams and fantasies. Occurs most frequently in males who are not engaging in masturbation or sexual intercourse.

Activity 29
ANATOMY DRAWING

Purpose: To demonstrate to students what they know and don't know about male and female reproductive anatomy. To introduce discussion of male and female anatomy and physiology. (Objective #1)

Materials: Newsprint and felt pens, large anatomy drawings. (For a free flipchart that includes anatomy drawings, write to the National Clearinghouse for Family Planning Information, Box 2225, Rockville, MD 20785.)

Time: 20-35 minutes.

Planning Note: Some community members or groups object to activities like this.

Procedure: Assign students to groups of five to seven. Give each group newsprint and a felt pen.

On the blackboard, list the following organs:

Female	Male
Vagina	Penis
Cervix	Scrotum
Uterus	Testicles
Fallopian tubes	Vas deferens
Ovaries	Prostate gland
Clitoris	Glans penis
Bladder	Bladder
Urethra	Urethra
	Cowper's gland

Tell each group to make a cross-sectional drawing of the male anatomy and female anatomy, including in their drawings all the parts listed on the blackboard. Reassure them that they will not be judged on their artistic ability.

After 10 minutes, place accurate drawings of the male/female reproductive system on the board and discuss any discrepancies.

Alternative: This exercise could be done by individuals rather than in groups. The group experience, however, can help build trust and sharing within the classroom. If only a brief amount of time can be devoted to this topic, the class could be broken up into same-sex groups with one group making the male drawing, the other the female. Both drawings can then be shared with classmates.

Discussion Points:

1. Which sex was easier to draw?
2. Where did you make mistakes?

Activity 30
MYTH INFORMATION GAME

Purpose: To reinforce students' information and dispel myths related to anatomy and physiology. To encourage expression of a variety of attitudes within the class. (Objective #1)

Materials: Index cards with statements written on them; blackboard or newsprint.

Time: 30-50 minutes.

Procedure: Tell students that they are going to play a game that will help them dispel myths related to sexuality. Explain that myths, rumors, and superstitions are often passed around as fact. Divide the class into two teams and place them on opposite sides of the room. Tell each team to choose a name for itself.

Give a card to the first member of one team. That person should read it aloud and determine whether it contains a fact or a myth. Other team members may contribute, but the final decision is the individual player's. Then state whether the answer is correct and place the score on the blackboard. (If the students are poor readers, you may wish to read the statements yourself.)

Continue by giving the next card to the first member of the other team, then alternate until every participant has responded to a myth. Allow a few minutes for discussion of each statement. Take this time to give additional information if appropriate.

Beware of students' sensitivities. If a student's response is laughed at, remind the class that everyone believes some myths.

Sample Statements

A girl must have an unbroken hymen, if she is a virgin. (Myth)

Once a girl has had her first period, she can become pregnant. (Fact)

It is unhealthy for women to bathe or swim during their periods. (Myth)

The penis grows larger with frequent sexual intercourse. (Myth)

An erection is caused by increased blood flow into the penis. (Fact)

Females are born with unripened eggs in their ovaries. (Fact)

Males are born with sperm in their testicles. (Myth)

Masturbation causes insanity. (Myth)

A girl cannot get pregnant if she has sex only now and then. (Myth)

Once a boy gets an erection, he must ejaculate or he will get sick. (Myth)

Add other statements based on local myths.

Discussion Points:

1. Describe why and how some myths developed. For example, some people, observing that some individuals in mental institutions masturbated openly, concluded that masturbation causes mental illness. Probably a more accurate conclusion would be that as part of their mental illness, such individuals were not influenced by societal norms.
2. Ask students if they have additional questions about certain myths.
3. Reassure the group that most people believe in some myths, but open-minded people are willing to admit to misinformation.

Homework: Ask students to discuss sexual myths with their parents. Have them find out two myths that their parents heard about sexuality when they were teenagers. Allow 10 minutes to discuss the parents' myths at the beginning of the next class.

Activity 31
LECTURE: FEMININE HEALTH AND HYGIENE

Purpose: To provide information about normal female functioning and ways to detect and prevent problems related to female hygiene. (Objective #1)

Materials: Blackboard and chalk, lecture notes.

Time: 20-45 minutes.

Planning Note: You may want to present this information to girls alone. Sometimes they feel uncomfortable discussing these specific issues with the boys. If you choose this option, be sure to present information on male health and hygiene (Activity 33) also. Let students know that it is good for them to understand how the other sex functions.

Procedure: Convey the information in the lecture notes in the manner that best suits your style of teaching.

Be sure to mention the many myths about the female genitals: they smell like fish; the vagina is an endless tunnel; blood passing through the vagina makes it dirty. Discuss participants' reactions to these myths. Stress that female genitals are a special part of a woman's body and don't smell unpleasant when free of infection. Encourage positive attitudes toward their bodies and genitals.

Discussion Points:

1. What do you think about all of this information?
2. Girls, will you be able to follow this advice about hygiene and health -- specifically, wearing cotton underwear, avoiding tight pants, examining your own breasts?
3. Why are some women nervous about examinations?
4. What qualities in a physician are important to look for to help make you comfortable?
5. How do women feel about breast self-examination?
6. How can a woman include breast self-examination as a monthly routine?

Lecture Notes for Activity 31
FEMININE HEALTH AND HYGIENE

Normal Vaginal Discharge

Beginning at puberty, all women have a certain amount of clear or cloudy discharge that may dry to a yellowish color on underclothes and has a mild odor. This normal discharge is created when mucus droplets are secreted by glands near the cervix. The mucous cleans and moistens the vagina and helps protect the uterus from infection. Normally, a woman's discharge is heavier just before and after her period; in the middle of her menstrual cycle; when she is sexually excited, uptight, or nervous; when she is taking antibiotics or birth control pills; or when she is pregnant.

Vaginal Infections

When her vagina becomes infected, a woman can usually notice a change in her vaginal discharge. (Note: These symptoms can also be signs of a sexually transmitted disease.)

Symptoms appearing in discharge:
Constant, heavy discharge
Foul odor
Change in color; discharge becomes greenish, greyish, or bloody
Clumpy, curdy discharge, like cottage cheese.

Other signs:
Itching and/or burning around the entrance to the vagina
Painful intercourse
Chills or fever
Abdominal pain or cramping
Blisters, sores, or warts near the vaginal opening
Burning during urination
Unusual bleeding, especially after intercourse.

Treatment: When a woman experiences any of these symptoms, she should visit her doctor or clinic. When they diagnose the specific type of infection, they will probably prescribe oral medication or vaginal cream.

Complications: Sometimes bacteria from the vagina move into the urethra and up into the bladder. Frequent urination and burning with urination are symptoms of a bladder infection and should be reported to the doctor.

Prevention: Infections are common problems for women, but are often preventable.

- Many women find that they have trouble with infections when their overall health is poor. Eat nutritious food; get enough rest; and exercise regularly for good health.
- Since germs thrive in warm, moist places, keeping clean and dry is important. Bathe or shower daily and wear cotton underpants.

- Spreading bacteria from fecal material is a common source of vaginal infection. Always wipe from front to back after using the toilet.

- Avoid pantyhose, nylon underwear, tight-fitting slacks, and irritating chemicals such as douching products, bubble baths, hygiene sprays, and deodorized tampons. Non-deodorized tampons are okay.

Douching: Some women cleanse the inside of the vagina with liquid by using a douche bag (looks like a hot water bottle that has a tube and a nozzle on the end). Ordinarily, douching is not recommended because it washes away the natural bacteria in the vagina. However, some women like to douche, especially after menstruation, because they feel it makes them cleaner; some use douching to treat vaginal infection. Consult with your gynecologist for advice.

Preventive Health Care

Pelvic exam: A routine, yearly examination of a woman's reproductive and sex organs to determine if they are healthy and normal, and to check for sores, growths, or signs of infection.

The pelvic exam begins with an inspection of the outer skin folds, lips, and pubic hair. To visually check the vaginal lining, cervix, and lower portion of the uterus, the medical practitioner uses a speculum, a plastic or metal instrument that spreads apart the walls of the vagina. The ovaries and uterus are further checked by a bi-annual exam.

Pelvic exams should not be painful; if there is any pain, it is a signal that something is wrong. The more relaxed the woman, the easier the procedure. A woman can expect a sensitive medical practitioner to take enough time to help her relax and to explain the procedures.

Pap smear: A screening method for cancer. During the pelvic exam, while the speculum is in the vagina, the medical practitioner inserts a small wooden pap stick into the vagina and gently circles the cervical os, collecting a sample of disgarded cervical cells. The cell sample is placed on a slide and inspected under a microscope for signs of change or abnormality.

Breast self-examination: Inspecting one's own breasts for abnormal lumps, dimples, or discharge from the nipples. Every woman, from the time of puberty, should examine her own breasts on a regular basis -- at the same point during each menstrual cycle -- so she becomes familiar with the size, shape, contours, and normal lumps of her own breasts. This familiarity will enable her to recognize when changes occur.

- Stand in front of a mirror and look at each breast with your arms at your side and then with them over your head.

- Check for any changes in the size or contour of each breast and nipple, and for puckers or dimples. Unusual breast lumps can be detected by feeling with your hands while either lying down or taking a shower.

- It is important to touch all parts of the breast beginning with the tail, located in the underarm region, to the nipple. Think of the breast as divided into four quarters, then feel each quarter for lumps or masses. Or move your hand through a series of concentric circles beginning at the outer limits and working in toward the nipple.

- Finally, squeeze the nipple to check for discharge. If you are not pregnant or lactating, there will be no discharge.
- Remember that breasts can be lumpy. For the examination procedure to be useful, a woman needs to do it regularly so she will recognize when changes occur.
- Try to do the exam at the same point in the menstrual cycle. Breasts change during the cycle; they are least swollen and, therefore, most amenable to examination immediately after a menstrual period.

Activity 32
ATTITUDES TOWARD MENSTRUATION

Purpose: To help male and female students become more aware of their attitudes toward menstruation. (Objectives #1, 3)

Materials: Index cards, 16mm projector, Handout 6, "Attitudes Toward Menstruation," and film:
"Linda's Film" [Phoenix Films].

Time: 40 minutes.

Planning Note: Before showing any film to your students, preview the film yourself and obtain approval from the administrator.

For guidelines on selecting and using films in sexuality education and a brief description of each film mentioned in this curriculum, see Appendix B.

Procedure: Tell students that you want them to discuss their attitudes toward menstruation. Explain that there are a lot of myths about menstruation, some of which are based on various cultural beliefs.

First, distribute copies of the handout, and give students about 5 minutes to complete the survey. Go over their answers, giving information about each question.

Introduce the film. After the film, discuss the following points.

Discussion Points:

1. Different cultural and ethnic groups have varying attitudes and beliefs about menstruation. Review some of these beliefs (ritual washing, secluding women during their menses).
2. How many people have heard of the term, "the curse"? How did it become popular? What attitude does that word convey?
3. Boys, what do you think about menstruation? (If boys seem hesitant to ask questions, pass out index cards to all students and ask for anonymous questions.)
4. Be sure to review and dispel any of the myths that were presented in the film.

Handout 6

ATTITUDES ABOUT MENSTRUATION

Read each statement and use the following scale to indicate your attitude. Circle the appropriate number.

1 = strongly disagree
2 = disagree somewhat
3 = neutral
4 = agree somewhat
5 = strongly agree

		strongly disagree	disagree somewhat	neutral	agree somewhat	strongly agree
1.	When a woman is menstruating, she cannot think clearly.	1	2	3	4	5
2.	Menstruation is always painful.	1	2	3	4	5
3.	Pain during menstruation is psychological rather than physical.	1	2	3	4	5
4.	Sexual intercourse during menstruation is disgusting.	1	2	3	4	5
5.	Women should stay away from others when they are menstruating.	1	2	3	4	5
6.	Menstruation is dirty.	1	2	3	4	5
7.	When a woman is menstruating, she is irritable and hard to get along with.	1	2	3	4	5
8.	Menstruation is one of the most negative aspects of being a woman.	1	2	3	4	5

Activity 33
LECTURE: MASCULINE HEALTH AND HYGIENE

Purpose: To provide information about normal male functioning and ways to prevent problems related to male sexual health. (Objective #1)

Materials: Blackboard and chalk, index cards, lecture notes.

Time: 20–40 minutes.

Planning Note: You may want to present this information to the boys alone. Occasionally they feel uncomfortable discussing hygiene issues with girls. If you choose to separate the boys for this presentation, be sure to present information on female health and hygiene as well (Activity 31). Let the boys know that it is important for them to understand how the other sex functions.

This presentation might seem awkward for a female teacher since she has not experienced a lot of the things that she would be discussing. On the other hand, having a female lead a discussion about male health and hygiene reinforces the view that these topics can be considered a part of "human" sexuality instead of strictly "man-to-man" male sexuality. Nevertheless, female teachers may want to ask a male educator to lead this session.

Procedure: Convey the information in the manner that best suits your style of teaching. Focus on the changes and differences most appropriate for the children participating in the particular class.

If boys are not very verbal during the discussion, pass out index cards so they can write down anonymous questions.

Discussion Points:

1. Does anyone know what causes jock itch?
2. What do you recommend for treating it (cornstarch, powder, commercial remedies)?
3. Do you ever hear guys joke about penis size? How does this make guys feel?
4. What is it like to have a physical examination?

Lecture Notes for Activity 33
Masculine Health and Hygiene

Genital Area

Cleanliness: Wash penis and testicles daily and dry carefully. If uncircumcised, wash area by pulling back skin to wash away odor-causing smegma (accumulated dirt, lint, and oily substances). Dry it completely to avoid chapping.

Athletic supporter: Also called a jockey strap or "jock," boys and men wear this elastic supporter to protect and support the penis and testicles during recreational activities. Use of a "cup" in contact sports such as soccer and football is recommended.

Testicular self exam: Each month, men should examine each testicle through the scrotum. They should feel all around the testicle. It should feel smooth and slippery; on the back side is a small tubular shape, the vas deferens. If a lump or any irregularity appears, it may or may not be malignant and should be reported to a physician immediately.

Erections: During an erection, the penis gets hard and stands out stiffly from the body. The penis has three spongy canals which fill with blood and make the penis larger and stiffer. Erections start happening at birth and continue through old age; they are caused by:

- any sexual stimulation -- pictures, television, books, thoughts
- other common events -- lifting heavy loads, straining to move bowels, dreaming, exposure to cold, tight clothing, fright, excitement, riding fast, taking a shower, waking up with a full bladder
- nothing apparent, especially during puberty.

Erections are necessary for the penis to enter the vagina during intercourse. Muscles at the base of the bladder prevent men from urinating when they have an erection.

Circumcision: Removal of the foreskin covering the glans of the penis, usually when the boy is an infant. (Show diagram of circumcised and uncircumsized penises.)

Size: Most penises are about the same size when erect. Thus, small penises enlarge more than large penises when they become erect.

Ejaculations: When sexual stimulation and excitement increase to a certain level, a white milky globby fluid comes out of the penis, accompanied by a pleasurable feeling and overall relaxation. This ejaculation is sometimes called "coming" or "climaxing." Before puberty, a boy can "come" and will have a pleasurable feeling, but no fluid will come out of his penis.

During ejaculation, muscles surrounding the base of the penis contract and relax and spurt semen through and out of the penis. This lasts 3-10 seconds;

afterwards the penis gradually loses its erection.

One ejaculation consists of 200 to 500 million sperm in 1 teaspoon of fluid. The sperm can live inside a woman and cause pregnancy for 2-3 days. Some physicians say that sperm can live as long as 7 days in a woman, but they rarely cause pregnancy after 3 days. They die quickly when outside the body.

A full erection is not necessary for ejaculation, and boys can have erections without ejaclating. Ejaculations may occur during intercourse, masturbation, or wet dreams.

Male Physical Exam

During the male physical exam, the doctor inspects the testicles to determine if they have properly descended. Sometimes doctors do a rectal exam to determine the size of the prostate gland. Physicians also massage this gland to get secretions which can be tested for gonorrhea.

Signs of STD or other infection:

Normally, the penis is free of discharge, unlike the vagina. The following symptoms should be checked by a physician immediately: discharge from the penis, blisters or sores on the genitals, and/or painful urination.

Activity 34
LECTURE: PREGNANCY AND CHILDBIRTH

Purpose: To provide students with information about prenatal development and childbirth. (Objectives #1, 3)

Materials: Lecture notes and charts showing different stages of pregnancy.

Time: 30-50 minutes.

Planning Note: Your senior high students may have already mastered these facts about pregnancy and childbirth. Present this lecture only if you find students' information base seriously inadequate.

Procedure: Give a lecture based on the information in the lecture notes. Use drawings or charts so that students can visualize the embryo, fetus, and placenta at various stages of pregnancy.

Discussion Points:

1. Are there any facts that are confusing for you?
2. What do you think is most fascinating about pregnancy and childbirth?
3. How do the males feel about childbirth? Do you wish you could have that experience?
4. How do females feel about childbirth?

Lecture Notes for Activity 34
PREGNANCY AND CHILDBIRTH

Conception

During sexual intercourse, the man places his erect penis in the woman's vagina. When the male climaxes, sperm are released into the vagina; they move up into the uterus and into each of the fallopian tubes. If an egg has been released by the woman's ovary, the sperm and egg may meet in the fallopian tubes and the egg becomes fertilized. The fertilized egg then moves slowly down the rest of the fallopian tube into the uterus and attaches itself to the lining of the uterus.

Indications of Pregnancy

Missed period. When a woman is pregnant, her menstrual period stops until sometime after the baby is born. However, often there is some bleeding shortly after conception. She does not release any more eggs until after she has delivered and often not until she ceases to breastfeed.

Morning sickness. Some women feel sick to their stomach in the morning; some feel sick periodically throughout the day.

Weight gain in abdominal area.

Enlarged and tender breasts.

Fatigue.

Frequent urination due to increased waste from the fetus and from the enlarging uterus pressing on the bladder.

Pregnancy Tests

Urine. The urine test is considered valid after the woman has missed one menstrual period and waited 10 days. If she is pregnant, the special hormone HCG produced in the woman's body will make the test positive. Most urine tests are conducted through a clinic or physician.

Home pregnancy kits may be purchased at the drug store that allow a woman to test for pregnancy in her own home. However, she may obtain false results if she has not followed the directions precisely; she should still obtain a pregnancy test through a clinic or private physician.

Blood. The blood test is relatively new. It detects pregnancy as early as 10 days after conception, even before a missed menstrual period. It is currently more expensive than the urine test. All blood tests are obtained through a clinic or physician.

Genetic Information

Chromosomes. Chromosomes are strands of genes that contain all necessary information to instruct the fertilized egg to develop into a special person. They determine such factors as the baby's sex and the color of its skin, eyes, and hair.

Each person has 46 chromosomes: 23 from mother and 23 from father. Every baby receives an X chromosome from its mother. The baby who receives another X chromosome from its father becomes a girl. The baby who receives a Y chromosome from its father becomes a boy.

Prenatal Development

The first 3 months: The growing cells of the embryo begin to form different parts of the body. The amniotic sac forms around the embryo to protect it. For the entire 9 months of pregnancy, the baby floats in the amniotic fluid.

The placenta, a spongy mass of blood vessels attached to the baby by the umbilical cord, develops in the mother's uterus. Oxygen and nutrients pass from the mother's placenta to the baby through the umbilical cord. The oxygen and food pass in molecular form via blood cells. Mother's and baby's blood never actually mix, but the vessels come close enough for food to pass from mother to baby. Waste materials pass the same way from baby to mother.

Bones begin to harden and the sex organs fully develop. The heart, lungs, and other vital organs are completed.

Drugs, alcohol, or nicotine that the mother ingests and certain illnesses (such as German measles) can affect the baby negatively.

For a variety of reasons, some women miscarry during this period.

The second 3 months: Other organs complete their development. The fetus begins to suck its thumb and kick. Blood circulates, the digestive system works, and the fetus practices inhaling and exhaling (amniotic fluid, not air.)

The third 3 months: The fetus grows to full birth weight, 4-11 pounds. The mother's abdomen becomes quite large. The weight of the fetus and its movements may place pressure on her back, internal organs, and blood vessels and cause discomfort. The fetus turns so that its head is near the mother's cervix.

Labor and Vaginal Delivery

Stage 1: Lasts 2-24 hours. The mother experiences short, infrequent contractions of the uterus; she may also have a back ache. The contractions cause the cervix to expand or dilate to make room for the baby to pass through. The amniotic sac usually breaks and the fluid gushes through the vagina.

Stage 2: The cervix is completely expanded to allow the baby's head to pass through. The mother helps force the baby along the birth canal by pushing with her abdominal muscles. The baby's head begins to come through to the outside of the vagina; as it does, the doctor or midwife guides it with his/her hands. When the baby is completely out, the doctor or midwife cuts and ties the umbilical cord.

Stage 3: The baby begins to breathe immediately. Someone cleans the baby and administers eyedrops to prevent the possibility of blindness. The mother's uterus contracts some more to push the afterbirth (placenta and fetal sac) out of the vagina. Birth is now complete.

Other Birth Presentations

Breech birth: Sometimes the baby does not turn, so the baby's feet or buttocks are delivered first.

Cesarean section: Surgery is performed when the baby cannot safely pass through the mother's vagina (e.g., when the baby is very large, mother has a venereal disease, or the baby is having difficulties which require immediate delivery). The doctor removes the baby through an incision in the mother's abdomen.

Choices for Delivery

Delivery with medication: The mother goes to the hospital during Stage I of labor. Hospital staff monitors progress of labor, ready to assist if either mother or baby develops complications. Parents and hospital staff decide whether anesthesia is indicated and what type. A general anesthesia produces unconsciousness and carries some risk to the baby. Other anesthetics numb part of the mother's body while she is otherwise awake and are generally safe for baby.

Prepared childbirth: During the labor process some women use breathing and relaxation techniques (such as the Lamaze method) to help them manage the contractions better. Often, the husband or partner coaches the woman during the contraction to help her relax and do the special breathing. Many women who attend classes to prepare themselves for childbirth find they need less medication during labor. This "natural childbirth" method also accents the couple's team effort to have a baby. The delivery can take place in a hospital delivery room, a hospital birthing room, a birthing center, or at home. While most couples obtain the services of an obstetrician for the delivery, more and more couples are now hiring the services of a midwife.

Leboyer method: This method developed by Dr. Leboyer creates a less shocking transition for the newborn. In the delivery room, the lights are dimmed and the room is quiet. The umbilical cord is left intact until it stops pulsating and the baby is placed on its mother's abdomen before it is cleaned. Then the baby is cleaned and massaged in a tub of warm water.

Multiple Births: Twins

Identical twins develop when one fertilized egg splits to form two separate embryos.

Fraternal twins develop when two eggs are fertilized by two separate sperm cells.

Siamese twins develop when one fertilized egg partially splits but remains attached in one place such as the head or the back. This happens rarely.

Activity 35
FILM: CHILDBIRTH

Purpose: To give students information about childbirth. (Objectives #1, 3)

Materials: 16mm projector and film:
"Everyday Miracle: Childbirth" [Films Incorporated] or
"A Baby is Born" [Perennial Films] or
"The Story of Eric" [University of Wyoming Audiovisual Service] or
"Labor of Love: Childbirth Without Violence" [Perennial Films]

Time: 50 minutes.

Planning Note: Before showing any film to your students, preview the film yourself and obtain approval from the administrator.

For guidelines on selecting and using films in sexuality education and a brief description of each film mentioned in this curriculum, see Appendix B.

Some community members or groups may object to activities like this.

Procedure: Tell the students the film explicitly shows a baby being born.

Stop the film to stress any facts that are difficult to understand. Use the time after the film to review the material and answer students' questions.

Discussion Points:

1. What were your feelings while watching the birth?
   For those students with some negative reaction: Can you imagine that your feelings would be different if the child was yours?
2. Who in the class would be interested in this type of childbirth?
3. Explain how the childbirth depicted in the film might differ from their own births.
4. How do students feel about fathers participating in the childbirth process?
5. To what extent should fathers be involved? Should they be present at check ups? Help with labor? Watch the birth? Help with the birth?
6. Be sure to point out that up to 20% of births in the U.S. are Cesarean Sections.

Activity 36
QUIZ: PREGNANCY AND CHILDBIRTH

Purpose: To ascertain what facts students still need regarding pregnancy and birth. (Objectives #1, 3)

Materials: Handout 7, "Pregnancy and Childbirth Quiz."

Time: 20 minutes.

Procedure: Pass out copies of the quiz to each student. Give them 10 minutes to complete the quiz. Review the answers with the class.

Answers

1. c
2. d
3. c
4. c
5. d
6. a
7. b
8. c
9. d
10. c
11. c
12. b
13. c
14. b
15. d
16. c
17. c
18. d
19. a
20. c

Handout 7

PREGNANCY AND CHILDBIRTH QUIZ

1. A woman cannot get pregnant until she:
   a. is 13 years old
   b. wants a baby
   c. ovulates
   d. has orgasm during sexual intercourse

2. A man cannot get a woman pregnant until he:
   a. has wet dreams
   b. is 14 years old
   c. has hair on his face and underarms
   d. begins producing sperm

3. When a woman is pregnant, she:
   a. has a period every month
   b. should not have sex
   c. should see a doctor regularly
   d. cannot get a sexually transmitted disease (STD or VD)

4. When the ovary releases an egg, about once a month, that is called:
   a. fertilization
   b. menstruation
   c. ovulation
   d. puberty

5. Sperm cells fertilize egg cells in:
   a. the vagina
   b. the testes
   c. the ovaries
   d. the Fallopian tubes

6. When a woman is pregnant, the baby grows in her:
   a. uterus
   b. ovary
   c. vagina
   d. stomach

7. Which of these will not usually harm a baby in the mother's uterus?
   a. mother has syphilis
   b. mother continues to work
   c. mother drinks alcohol
   d. mother smokes cigarettes

8. If a mother smokes during her pregnancy, the baby will probably be:
   a. bald
   b. more apt to get lung cancer
   c. smaller than normal weight
   d. mentally retarded

9. The best way to prevent pregnancy is to have sex only:
   a. during the girl's period
   b. standing up
   c. once a week
   d. when using birth control

10. The sex of a baby is determined by the:
    a. egg from the mother
    b. hormones in the mother
    c. sperm from the father
    d. blood in the uterus

11. If a woman misses her period, it means that:
    a. she has VD
    b. she should stop having sex
    c. she might be pregnant
    d. she is definitely pregnant

12. Most babies are born by coming through the mother's:
    a. umbilicus (belly button)
    b. vagina
    c. uterus
    d. abdomen

13. Twins are caused by:
    a. two sperm fertilizing one egg
    b. seeing twins when you're pregnant
    c. either two sperm fertilizing two eggs, or one sperm fertilizing one egg that splits in two

14. The cervix is the:
    a. beginning of the umbilical cord
    b. opening of the uterus
    c. opening of the bladder
    d. end of the pubic bone

15. Most babies are born:
    a. feet first
    b. at night
    c. with brown eyes
    d. head first

16. Cesarean section means that the baby:
    a. has a birth defect
    b. is not ready to be born
    c. is delivered through a surgical opening in the mother's abdomen

17. The placenta is an organ that does not:
    a. attach the baby to the uterus
    b. come after the baby in childbirth
    c. mix the baby's and mother's blood
    d. weigh about 4 lbs. during pregnancy

18. The term "labor pain" refers to:
    a. the mother's fear of birth
    b. stomach muscles stretching
    c. the baby kicking
    d. uterine muscles contracting

19. The cervix must be open about 10 centimeters (4 inches) in order to:
    a. allow a baby's head to pass through
    b. let the doctor see the uterus
    c. let out the bag of amniotic fluid
    d. keep the baby in place

20. If a woman wants to breastfeed her baby, she should:
    a. take medicine to start her milk
    b. take drugs for pain and cramps
    c. nurse the baby as soon as she can
    d. drink lots of wine

Activity 37
ANONYMOUS QUESTIONS

Purpose: To provide an opportunity for students to ask questions that they may have been reluctant to ask verbally or in a group setting. (Objectives #1, 2, 3)

Materials: Index cards.

Time: 20-40 minutes.

Procedure: Pass out index cards to everyone in class. Ask the students to write down any questions, comments, or feelings they may want you to answer. Make it clear that they are welcome to ask anything they want (except personal questions directed at the teacher or other students) and that there is no such thing as a dumb question. Some students with pressing questions may feel uncomfortable if others appear to have no questions; therefore, strongly encourage all students to write something on their index card. Most will come up with something, if given enough time.

Collect the cards. It is helpful to pass a container that will insure confidentiality. If time permits, read through the questions before beginning to answer. This helps both to sort out duplicates and to avoid being caught by surprise.

Use your judgment whether to read questions/comments verbatim or to paraphrase. In either case, make sure the student's meaning doesn't get lost in the translation and that the content of the question does not identify the author. If you don't know the answer to a question, tell them that you will find out and get back to them.

Respond to value-laden questions such as "Is abortion murder?" by discussing the range of values held in our society. Some people believe one thing, others believe differently. Encourage students to discuss such issues with their parents.

If you feel uncomfortable with a question, be honest about it and say so. Students will respect that. You may want to refer advanced or technical questions to another source such as a doctor or a book in the library.

UNIT IV

VALUES

Overall Goal

To help students develop an awareness of the diversity of sexual values in our culture. To help students explore and begin to clarify their individual values and to encourage behavior that is consistent with their personal values.

Rationale

During adolescence, young people are trying to establish their own value system. In our society, however, there is great diversity of values regarding sexuality issues. Students receive messages from their parents, their peers, the media, and society in general -- messages which often conflict with one another.

This unit will help them become more aware of the diversity of values in our society and to figure out what makes the most sense for them. They will be encouraged to acknowledge their own family values and to talk with their parents about sexuality issues. They will also be encouraged to consider how closely their own behavior fits within their value system.

Students will be asked to discuss values in all of the subsequent units. Values related to adolescent sexual behavior receive special attention in Units VII, VIII, and IX.

Behavioral Objectives

Students will:

1. Become more aware of personal and family values.
2. Explore and clarify the range of values related to gender roles, relationships, and sexual behavior.
3. Identify universal values in our culture.
4. Identify the consistency of their own behavior with their values.

UNIT CONTENTS

Activity Number and Name	Time Required (Min.)	Objectives to Be Achieved	Recommendations for Planning
38 Valuing	20-35	#1, 3	Introduction to examining own values.
39 Who Am I?	30-45	#1	
40 Do You Get the Point?	15-30	#1, 2	Activities to examine family values.
41 Understanding Family Values	25	#1	
42 Values Voting	20-50	#1, 2	Conduct one or more to help students examine attitudes related to various sexuality issues.
43 Attitude Assessment	30-45	#1, 2	
44 Beth and David	30-45	#1-3	
45 Nurse's/Doctor's Dilemma	10	#1, 2	Conduct one or more to help examine attitudes toward gender roles. It would be unnecessary to conduct all of these activities.
46 Film: Gender Roles	40-50	#1, 2	
47 Masculinity and Femininity	30-45	#1, 2	
48 Advantages/Disadvantages	20-45	#1, 2	
49 Stereotyping	30-45	#1, 2	
50 Pie of Life	30-40	#1, 4	Designed to help students compare their values with their behavior.
51 Self Contracts	15-20	#4	
52 Values Vs. Behavior	30-50	#4	

Activity 38
VALUING

Purpose: To help students become aware of important values in their lives. (Objectives #1, 3)

Materials: Paper and pencils.

Time: 20-35 minutes.

Procedure: Ask students to define the word value. In this unit, we will be talking about value in two senses: as a verb, "To consider or rate highly" as in the sentence "I value his friendship"; and as a noun, "Something (as a principle or quality) intrinsically valuable or desirable" such as the value honesty. (Webster's New Collegiate Dictionary, 1974.)

Now ask students to take out a sheet of paper. Tell them to write down the names of three people that they value, three things that they value, and then three values or life principles. Stress that the first two lists relate to the first definition (rating highly, prizing) and the third list relates to the second definition (something intrinsically valuable). This list is the hardest. Give examples of perhaps three values that you hold such as racial equality, free enterprise, sexual equality.

After students have finished their lists, have them form small groups to discuss the following questions.

Discussion Points:

1. What makes each person or thing important to you?
2. Why are these three principles most important to you?
3. To what extent do you live by them? Always or just sometimes?
4. Would you consider any of these values to be universal values? What does it require for a value to be universal? Name some universal societal values.
5. Consider these values statements:
   a. We should treat all people with respect, dignity, and worth, even if their beliefs and behavior are different from our own.
   b. We should consider the needs and welfare of others when we make decisions.
   c. We should take responsibility for our own behavior.
   d. We should avoid coercing people to do something against their values.
   Do you consider them to be universal?
6. What would you be willing to do to maintain your values? For example, would you be willing to confront a friend who was making racist remarks?

Activity 39
WHO AM I?

Purpose: To help students develop an awareness of their values. (Objective #1)

Materials: None.

Time: 30-45 minutes.

Procedure: Write the following questions on the blackboard. Ask students to spend 10-15 minutes alone answering the questions. Then have them pair with one person to discuss their responses.

Questions:

1. What do you like to do best when you have free time?
2. What do you usually spend extra money on?
3. Without mentioning names, what are the qualities of the adults whom you respect and admire the most?
4. Who is your best friend? Who was your best friend before the present one? What do the two have in common?
5. What is one injustice in this school that you feel needs to be corrected?

Discussion Points:

1. What do your answers tell you about your values?
2. What do you value in a friend?
3. What activities or experiences (recreation, cultural events) are important to you?
4. Make the point that we sometimes spend our time and money on things that we think are important.

Activity 40
DO YOU GET THE POINT?

Purpose: To help students recognize the values that are being expressed to them daily from parents, teachers, friends, and the media. (Objectives #1, 2)

Materials: Handout 8, "Do You Get the Point?"

Time: 15-30 minutes.

Procedure: Explain to students that developing values is a complex process. In the family, parents transmit values in a variety of ways:

- the way they behave (lifestyle, spending patterns)
- informal comments they make (reactions to neighbors, TV programs, news items)
- the rules and expectations they establish (curfews, dating guidelines).

Values are not always stated in clear, concise statements. For example, rather than saying, "In this family, we value expensive clothes and entertaining our friends," parents would probably express that value by buying expensive clothes for themselves and children and entertaining their friends.

Distribute copies of the handout. Have students form small groups to brainstorm the possible value messages that underlie each behavior or statement. Emphasize that there may be several hidden value messages in any statement. Some are more obvious than others; the only way to be absolutely sure about the underlying message is to ask.

Discussion Points:

1. What values might each person hold?
2. What values does your family hold related to clothing, nutrition, and education?
3. List responses that could be made to each statement to help uncover the hidden values. For example, in #1 the child might ask, "Mom, why is it so important for me to go to an Ivy League university?"

Handout 8
DO YOU GET THE POINT?

1. Mother: I don't want you to go to City College. I want you to go to an Ivy League university.

2. Grandfather: Eat all of your vegetables.

3. Friend: Take the "nerds" to the Gap (clothing store).

4. Daughter: Mom, you never let me do things that the rest of the kids do.

5. Student: Mrs. Jones, what can I do to improve my grade?

6. Mother: You are going to church with us today whether you like it or not.

7. Father: I don't want to see a daughter of mine dressed like that (or wearing makeup like that).

8. TV commercial: Use brand x toothpaste and an attractive person will want to kiss you.

Activity 41
UNDERSTANDING FAMILY VALUES

Purpose: To increase student's awareness of family values related to sexuality. To encourage communication between students and their families. (Objective #1)

Materials: Handout 9, "What Does This Family Think...?"

Time: 5 minutes during this class, 20 minutes at beginning of next class.

Procedure: Distribute the handout, telling students to take them home to discuss answers with other family members. If appropriate, they should include siblings in the family discussion also. If family members have differing views, ask the students to note this, commenting on the various attitudes.

Ask students to review the questions on the handout. After a minute, have them take out a sheet of paper and briefly summarize their perception of the family's response to each question. Explain that it will be interesting to compare their projected responses with the real responses.

Discussion Points:

1. How did your family react to this assignment?
2. How did you feel about it?
3. How did your family's responses compare to what you thought they would say?

Handout 9
WHAT DOES THIS FAMILY THINK...?

Directions: Ask adolescent and older family members to discuss the following issues and write down their answers.

What does this family think about:

1. Teenage parents
2. Drug use
3. Alcohol use
4. Teenage marriage
5. Fathers as homemakers
6. Premarital sex
7. Abortion

8. Divorce

9. Love

10. Birth control

Activity 42

VALUES VOTING

Purpose: To encourage students to explore and refine their attitudes about sexuality issues. (Objectives #1, 2)

Materials: Floor space.

Time: 20-50 minutes.

Planning Note: Make sure this activity is appropriate for your class and community.

Procedure: Explain to students that the following exercise is designed to explore opinions about a variety of sexual issues. Explain that it involves volunteers who will be asked to agree or disagree with various statements. Afterwards, the class as a whole will discuss the statements. Emphasize that there are no right or wrong answers, only opinions. Everyone has a right to take a turn expressing her or his own opinion, as long as no one is put down for having a different opinion.

Ask for five volunteers. Designate one section of the room or space on the floor for each position: "agree," "disagree," or "pass." Instruct students to go to the different parts of the room depending on their positions. Instruct the rest of the class not to give away their opinions or try to influence the volunteers. Emphasize that peer pressure can interfere with the freedom a volunteer feels in expressing an opinion, thus reducing the usefulness of the activity.

Give the volunteers one statement and take 5-10 minutes to discuss it. Give each volunteer an opportunity to share and explain his or her opinion. After the volunteers have been given the opportunity to share their opinions, open up the discussion to the rest of the class. When that statement has been discussed, go on to the next.

Sample Statements

Fathers and mothers should share the responsibility of caring for children equally.

Family planning clinics should notify parents before giving a teenager a method of birth control.

It's okay for a man to cry.

In a marriage, the man should be responsible for the financial support of the family.

Women should help pay for dates.

Homosexuals should not be allowed to teach school.

I would want to marry a virgin.

Both boys and girls should learn how to cook, sew, clean house, and do laundry.

A girl who leads a guy on deserves to be pressured into having sex.

Alternative: Have all students participate in the activity by staying in their seats and voting on each statement, thumbs up if they agree, thumbs down if they disagree, and arms folded if they aren't sure. If the class is relatively small, all students can participate in the original exercise. Getting up and moving around tends to involve even the more passive students.

Discussion Points:

1. How clear are your attitudes and values?
2. Does your own behavior fit with your attitudes?
3. What did you think about the diversity of attitudes in this group?
4. How important is it for two people in a relationship to have similar attitudes about sexual issues?

Activity 43
ATTITUDE ASSESSMENT

Purpose: To help students become more aware of their attitudes about various sexuality issues. (Objectives #1, 2)

Materials: Handout 10, "Attitude Assessment."

Time: 30-45 minutes.

Procedure: Distribute the assessments and give students 10 minutes to complete them. When they finish, have them form small groups where they can share their responses and discuss the rationale behind each choice.

Discussion Points:

1. How much agreement was there in your small group?
2. Disagreement about attitudes is normal and healthy. How did you feel about disagreeing?
3. On which items was there the most agreement? The least agreement?
4. Encourage students to think about their own behavior related to each attitude. Does their behavior reflect their values?

Handout 10
ATTITUDE ASSESSMENT

Read each sentence and decide how you feel about it. Circle the number that indicates your feelings.

1 = disagree strongly
2 = disagree somewhat
3 = neutral
4 = agree somewhat
5 = agree strongly

		disagree strongly	disagree somewhat	neutral	agree somewhat	agree strongly
1.	Our society puts too much emphasis on sex.	1	2	3	4	5
2.	Women should stay home and raise children if they decide to have them.	1	2	3	4	5
3.	It is tasteless for couples to hug and kiss in public.	1	2	3	4	5
4.	Men can make good secretaries and nurses.	1	2	3	4	5
5.	A boy who has not had sex by the time he is 17 is weird.	1	2	3	4	5
6.	Boys should hide their feelings whenever they can.	1	2	3	4	5
7.	Parents should have a say in who you go out with.	1	2	3	4	5
8.	A 16-year-old boy should be allowed to stay out as late as he wants.	1	2	3	4	5
9.	If a husband and wife both work, they should both help with the cooking and cleaning at home.	1	2	3	4	5
10.	Teenagers should be allowed to use any language they wish in the classroom.	1	2	3	4	5
11.	Male/female relationships were better off before the "women's liberation" movement started.	1	2	3	4	5
12.	Men should be the boss in their homes.	1	2	3	4	5
13.	Homosexuals are sick.	1	2	3	4	5
14.	I would be comfortable having a friend who was homosexual.	1	2	3	4	5
15.	Most men want to marry a virgin.	1	2	3	4	5
16.	Magazines that show nude women are obscene.	1	2	3	4	5

		disagree strongly	disagree somewhat	neutral	agree somewhat	agree strongly
17.	Teenage girls who get pregnant should give their babies up for adoption.	1	2	3	4	5
18.	Both boys and girls should learn how to cook, sew, clean house, and do laundry.	1	2	3	4	5
19.	Masturbation is bad for you.	1	2	3	4	5
20.	It is wrong to have sex if you're not married.	1	2	3	4	5
21.	If people are not ready to have children, they should definitely use birth control if they have sex.	1	2	3	4	5

Activity 44
BETH AND DAVID

Purpose: To help adolescents explore their attitudes about sexual responsibility and communication. (Objectives #1, 2, 3)

Materials: Index cards and pencils.

Time: 30-45 minutes.

Procedure: Tell students that you are going to read them a story about five people. Explain that they are to rank the characters from 1-5, with 1 being the character they liked least, and 5 being the character they liked most. Let them know that this activity will help them consider their own values concerning relationships and sexual responsibility. Pass out index cards and pencils to each person. Read the following story:

> David and Beth are engaged to be married. David is an apprentice in a 2-year school in California. Beth is in college in Pennsylvania and shares a class with Carl. She and Carl become good friends and eventually sleep together. Beth decides she doesn't feel right about having intercourse with Carl and discusses it with him. They decide to stop.
>
> Some time passes. Carl tells Beth he is driving to California at spring break. Beth asks Carl to take her along so she can see David. Carl says, "Okay, but remember, we'll be on the road 3 nights."
>
> Beth is uncertain what to do. She talks to her close friend, Ann, about it. Ann says "Do what you think is best." Beth decides to go with Carl. Meanwhile, David has been dating a girl who lives near him in California.
>
> When Beth gets to California she tells David about her relationship with Carl. David gets angry and breaks off the engagement because he feels he can't trust her.
>
> Beth returns home where she soon meets Edward. She is still upset over the situation and confides in him, telling him all. Edward asks her to come live with him.

Now list the characters:

David	Beth's fiance
Beth	David's fiancee
Carl	Beth's college classmate
Ann	Beth's close friend
Edward	Beth's new acquaintance

Ask students to think about each character. Whom did they like? Whom didn't they like? Rank the characters 1-5 on index cards.

List the characters on newsprint or a blackboard. Ask students to vote on whom they liked best, least, etc. Encourage participants to explain how they made their choices. Allow time for discussion.

Often David gets the fewest positive votes; you may want to point out that David may believe that if he doesn't trust Beth, their relationship is worthless. Use Ann's comments to discuss what kind of reaction we want from a friend. Is no advice good advice?

Discussion Points:

1. Point out the assumptions that individuals may have made about the characters. Someone may have assumed, for example, that Carl was asking Beth to have sex with him when he said, "Remember, we'll be on the road 3 nights."
2. What character would you like most as your friend? Least?
3. What are your values related to sexual responsibility?
4. Present the following two values as universal. Individuals should assume responsibility for their own behavior. It is wrong to exploit another human being, sexually or otherwise.
5. Discuss additional values such as the following. Individuals should honor commitments they have made to others (e.g. engagement). Individuals should discuss important decisions with others, especially if those decisions affect others. Ask students to react. Do they consider these values to be universal as well?

Activity 45
NURSE'S/DOCTOR'S DILEMMA

Purpose: Warmup activity to help students recognize their own stereotyping about gender roles. (Objectives #1, 2)

Materials: None.

Time: 10 minutes.

Procedure: Read the following story to the class. Don't tell them it has to do with sex-role stereotyping. Some students may already know this riddle. Ask them to keep the answer to themselves.

> A mother and her daughter were driving to a ballet performance. On the way, they were in an accident. The mother was killed and the daughter was brought into the emergency room of the local hospital. Nurse Jones was called in to treat the girl. The nurse took one look at the girl and said, "I can't treat this girl, she's my daughter!" How is this possible?

This story could be changed to describe a father being killed and a doctor being unable to treat the daughter.

Discussion Points:

1. Did it take you long to get the answer? What are our assumptions that make it difficult to get the answer immediately?
2. Are you aware of having any stereotypes about your male and female friends?

Homework: Give students copies of the story to take home to read to their parents and discuss.

Activity 46
FILM: GENDER ROLES

Purpose: To help students explore attitudes toward gender roles. To help them understand the origins of gender role differences. (Objectives #1, 2)

Materials: 16mm projector and film:
"Happy To Be Me" [Arthur Mokin Productions] or
"Free To Be ... You and Me" [McGraw-Hill Films] or
"Men's Lives [New Day Films] or
"Killing Us Softly" [Cambridge Documentary Films] or
"Sex Role Development [McGraw-Hill Films].

Time: 40-50 minutes.

Planning Note: Before showing any film to your students, preview the film yourself and obtain approval from the administrator.

For guidelines on selecting and using films in sexuality education and a brief description of each film mentioned in this curriculum, see Appendix B.

Procedure: Introduce the topic of gender roles. Explain the difference between gender identity, gender role, and sexual orientation and answer any questions that students might have.

Gender identity: The stable belief that one is either male or female. This belief is usually stabilized early in life, around age 5.

Sexual orientation: The gender of individuals to whom a person is predominantly sexually attracted. Possibilities include a same-sex orientation (homosexuality), an opposite-sex orientation (heterosexuality), or a blending of both (bisexuality).

Gender role: Everything a person says or does, consciously or unconsciously, to indicate that she or he is either male or female.

Introduce the film, show it, and discuss the following points.

Discussion Points:

1. How did you feel about the film?
2. Were you, or are you, treated in a specific way because of your sex?
3. Do you behave differently toward your sister than toward your brother? How?
4. Do you behave differently toward your male versus your female friends? How?
5. Do you behave differently toward your mother versus your father? How?
6. What is your personal opinion about gender roles?

Activity 47
MASCULINITY AND FEMININITY

Purpose: To help students become more aware of their attitudes and values related to masculinity and femininity. To explore the effect of societal messages on our view of what is masculine and what is feminine. (Objectives #1, 2)

Materials: Index cards.

Time: 30-45 minutes.

Procedure: Distribute index cards to students. On one side of the card, they should write the name of the most masculine person they can think of (TV, movie, or real life). On the other side of the card, they should write the name of the most feminine person they can think of. Ask students if they would marry either of these people or choose them as best friends.

Next, have students list on the appropriate side of the card which traits they consider masculine or feminine in each of these categories:

- physical appearance (include height and weight)
- mannerisms
- dress
- age
- occupation
- personality traits.

Go around the room asking students to share the information on their cards -- both the names and the traits that they consider to be most masculine or feminine. Point out the differences in students' perceptions.

Discussion Points:

1. How did your attitudes about masculinity and femininity develop? What influence did your parents have? Friends? Media?
2. How do your attitudes influence your opinion of who is sexually attractive?
3. Are there any differences in the way that men and woman of different cultures (Black, Hispanic, Oriental) are portrayed in the media?
4. How do your attitudes affect your own self esteem and body image -- especially if your own traits don't match the ideal?

Activity 48
ADVANTAGES/DISADVANTAGES

Purpose: To allow students to explore their feelings about the advantages or disadvantages inherent in being a man or a woman. (Objectives #1, 2)

Materials: Newsprint with markers.

Time: 20-45 minutes.

Procedure: Divide class into same-sex groups of five or six. Give each group one sheet of newsprint labeled "advantages," and another labeled "disadvantages."

Tell the groups they will have 15 minutes to brainstorm. Male groups should identify the advantages and disadvantages of being a female, female groups the advantages and disadvantages of being male. You can also pose the question: What are the three best things about being a male (female)? What are the three "worst" things about being a male (female)? Remind students that there are no right or wrong answers.

After the groups have finished, post their lists and discuss them.

Discussion Points:

1. How do the advantages of being male differ from those of being female? How do the disadvantages of being male or female differ?
2. Who seems to have the better deal?
3. How might a person gain the advantages of both sexes?

Activity 49
STEREOTYPING

Purpose: To help students become more aware of their stereotyped attitudes that are based on a person's appearance. (Objectives #1, 2)

Materials: Six packets of pictures from magazines or your own photo album. The packet should include pictures of people of different ages and racial/ethnic backgrounds.

Time: 30-45 minutes.

Procedure: Divide students into groups of five or six. Ask one person to serve as recorder. Ask the groups to look at each picture. Answer the following questions about each person:

1. What characteristics or behaviors would you expect of this individual?

2. What do you think is his or her attitude toward smoking, drinking, premarital sex, extramarital sex, abortion, equal rights for women?

3. How would you describe his or her sexual behavior?

After about 15-20 minutes, when the group has discussed each picture, ask them to report their responses.

Taking one picture at a time, discuss the common stereotypes.

Discussion Points:

1. What was apparent in each picture that made you develop certain attitudes about the person?
2. What do you really know about each person?
3. How can this type of stereotyping affect a person's communication with parents and friends?
4. Why do people stereotype? How do you feel about it?

Activity 50
PIE OF LIFE

Purpose: To help students examine whether they actually spend their time doing things that they value. To help students explore ways to move from what they are getting to what they want to get out of life. (Objectives #1, 4)

Materials: Handout 11, "Pie of Life."

Time: 30-40 minutes.

Procedure: Draw a large circle on the board and say, "This circle or pie represents a segment of your life. We will do several such pies. First, let's look at how you use a typical day. The pie is divided into quarters; think of each slice as representing 6 hours. Now, everyone please think of a typical school day and estimate how many hours or parts of an hour you spend on each of the following areas during each of the four 6 hour periods. Naturally, your answers will differ from one another's."

1. Sleep
2. School
3. Work (at a job that earns you money)
4. Friends (socializing)
5. Homework
6. Alone (playing, reading, watching TV)
7. Chores
8. Family (including mealtimes)
9. Playing (sports, recreation)
10. Miscellaneous (other pastimes)

Your estimates will not be exact, but they should add up to 24, the number of hours in everyone's day. Draw slices in your pie to represent proportionately the part of the day you spend on each category."

When students have finished drawing their pies, ask them to consider the following questions:

1. Are you satisfied with the relative sizes of your slices?
2. Do you spend much time on activities that you value on activities such as homework that will lead to accomplishing important goals?
3. Ideally, how big would you want each slice to be? Draw your ideal pie.

After about 10 minutes, have each student pair with one other person to discuss their two pies. How are they different?

Adapted from Values Clarification, by Simon, Howe, and Kirschenbaum.

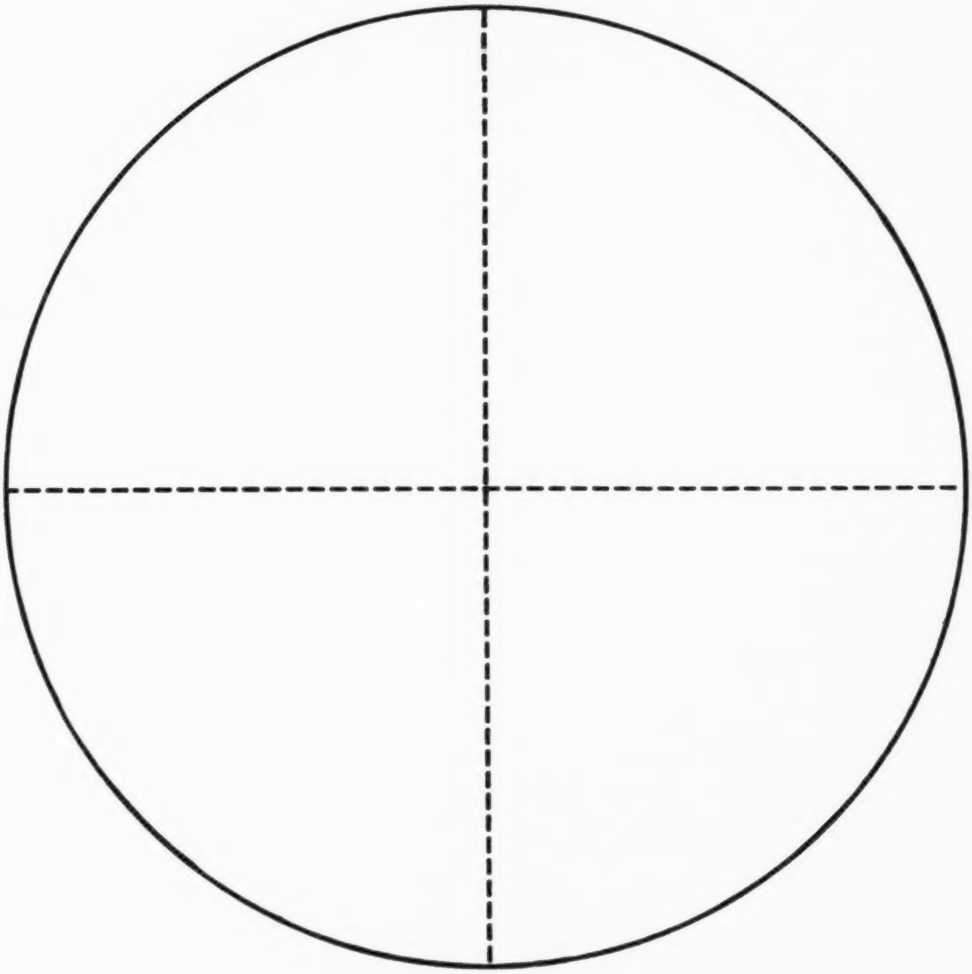
Discussion Points:

1. What can you do to change the way you are spending your time?
2. For homework, ask students to establish a goal or self contract (Activity 51) to help them make a change in one area of their lives.
3. Is there a conflict between what your parents want your pie to look like and what you want? How can the conflict be discussed and resolved?

Handout 11
PIE OF LIFE

Directions: Imagine that this circle represents an average school day in your life. The circle or pie is divided into four slices, each slice representing 6 hours. Now, estimate how many hours or parts of an hour you spend on each of the following areas during each 6 hour period:

1. Sleep
2. School
3. Work (at a job that earns you money)
4. Friends (socializing)
5. Homework
6. Alone (playing, reading, watching TV)
7. Chores
8. Family (including mealtimes)
9. Playing (sports, recreation)
10. Miscellaneous (other pastimes)



Activity 51
SELF CONTRACTS

Purpose: To practice a strategy for making desired changes to make their behavior more consistent with their values. (Objective #4)

Materials: Paper and pencils.

Time: 15-20 minutes.

Planning Note: This is a nice follow-up to Activity 50, "Pie of Life."

Procedure: Tell the class, "In this activity, you are going to make a contract with yourself about some change you would like to make in your life. It can involve starting something new, stopping something old, or changing some present aspect of your life.

For example, perhaps you want to do something more about ecology. You might make a self-contract which says: 'For the next week, I will turn out the lights each time I leave my room, thus saving electricity, thus cutting down on the pollution from the electric company.' Perhaps you want to buy a guitar; you might contract with yourself to save 25 cents a day until you have enough to buy your guitar. Make the contract about some area in your life that is important to you and that you would like to work on."

Have students write out their contracts; if they really intend to carry their contracts out, they should sign their name at the bottom. Ask for volunteers to read their contracts to the class.

One problem students often run into is making grandiose contracts which they can't realistically carry out. Encourage them to be specific and realistic, and to make contracts which can be completed. You could model setting and achieving goals by participating in this activity yourself.

A week or so later, give the class time to share and discuss how they have fared in carrying out their contracts. If you have made a contract for yourself, report on your own efforts.

Discussion Points:

1. What is your opinion of establishing a contract with yourself?
2. Do you think you will follow through?

Adapted from Values Clarification, by Simon, Howe, and Kirschenbaum.

Activity 52
VALUES VS. BEHAVIOR

Purpose: To encourage students to examine how their behavior fits their values. To encourage students to behave more consistently with their own values. (Objective #4)

Materials: Paper and pencils.

Time: 30-50 minutes.

Procedure: Ask students to think about the following questions:

1. How important is your health? If the majority say "very important," ask them the following questions:

   - Are you a nonsmoker?
   - Do you get regular exercise?
   - Do you wear seat belts?
   - Do you eat three nutritious meals a day?

   If they answer "no," question how much they value health.

2. Where do you stand on equality for women? Ask those who respond positively if they:

   (Girls)
   - share dating expenses
   - ask boys out on dates

   (Boys)
   - always pay for dates
   - reject girls who might approach them or ask them out.

   How does their behavior line up with their values about male/female roles?

3. How do you feel about teenagers having sex? Responses might include:

   - It's OK as long as they are responsible.
   - It's best to wait until young adulthood.
   - It's OK as long as they are in love and use contraception if they don't want a baby.

4. Do you believe in contraception for teenagers? If not, how would that value affect your decision to have or not have sex?

Ask each person to individually think about his or her own behavior. They should NOT share in the group. If values and behavior don't line up, recommend that students take a closer look at their own beliefs and behaviors.

Discussion Points:

1. What influences us to behave in ways that are inconsistent with our values?
2. Which deserve scrutiny: our values or our behavior?
3. If we are not particularly proud of our attitude or value, can it be changed by changing behavior? For example, if you are prejudiced against some group, would getting to know people in that group change that attitude?

UNIT V

SELF ESTEEM

Overall Goal

Students will behave in ways that increase their understanding of themselves as well as their own self esteem and the self esteem of others.

Rationale

For adolescents to be able to stick by their own values, resist peer pressure, and make decisions that are good for them, they require positive self esteem. By the time individuals reach adolescence, their core self esteem has been established. Students will vary in their feelings about their own worth and competence depending on a variety of factors such as how well their basic needs were met in childhood, how stable and supportive their family relationships have been, etc. Even those students who do have a strong core self esteem may become unsure of themselves as they enter the tumultuous period of adolescence. Their self esteem may be influenced by their experiences of acceptance or rejection by a peer group and other experiences of success or failure.

It is not realistic to think that one unit in one program could have major impact on an adolescent's self esteem. However, this unit is designed to help students become more aware of their own feelings about themselves, to recognize their strengths as well as their weaknesses, and to be more aware of some of the daily negative influences on self esteem. It can also help them understand that self doubt and insecurity are natural and shared by other adolescents. Finally, it can encourage them to think about their short and long term goals and to begin to formulate plans for reaching those goals.

Behavioral Objectives

Students will:

1. Be able to think positively, keeping their shortcomings in perspective.
2. Be able to set a goal and develop plans for reaching it.
3. Be able to avoid being unduly critical of others.

UNIT CONTENTS

Activity Number and Name	Time Required (Min.)	Objectives to Be Achieved	Recommendations for Planning
53 Personal Coat of Arms	20-35	#1	Introductory activities designed to promote self awareness.
54 Homework: Family Tree	5	#1	
55 My View of Myself	20-30	#1	
56 IALAC	5-10	#1, 3	Designed to make students aware of negative influences on self esteem.
57 Killer Statements	20-30	#1, 3	
58 Bragging	20-35	#1	Conduct one or more of these activities to help students focus on their strengths.
59 Compliments	20-30	#1, 3	
60 Self Esteem: Survival Hugs	5-15	#1, 3	
61 Looking at Myself	30-40	#1	Conduct either of these to increase students' awareness of their body image.
62 Body Image	30	#1	
63 Obituary	30	#2	Conduct one or both to examine and/or practice setting goals.
64 Goal Line Strategy	20-30	#2	

Activity 53
PERSONAL COAT OF ARMS

Purpose: To help students consider their strengths and weaknesses. (Objective #1)

Materials: Handout 12, "Personal Coat of Arms."

Time: 20-35 minutes.

Procedure: Give each student a copy of the handout. Choose five of the following seven questions and ask students to answer each question by drawing a picture, design, or symbol in the appropriate area.

1. What do you regard as your greatest personal achievement to date?
2. What do you regard as your family's greatest achievement?
3. What do you value most in life?
4. Draw three things you are good at.
5. Draw one thing that you would like to improve about yourself.
6. If you died today, what would you most like to be remembered for?
7. What material possession would you save if your house caught on fire?

For example, in space #1 which asks for personal achievement, a student who has been successful in music might draw a picture of a musical instrument. Explain that you are not concerned with their artistic abilities, but you would like them to use their imagination and creativity.

After students have completed their forms, ask them to form small groups to share their drawings, then reconvene the large group for discussion.

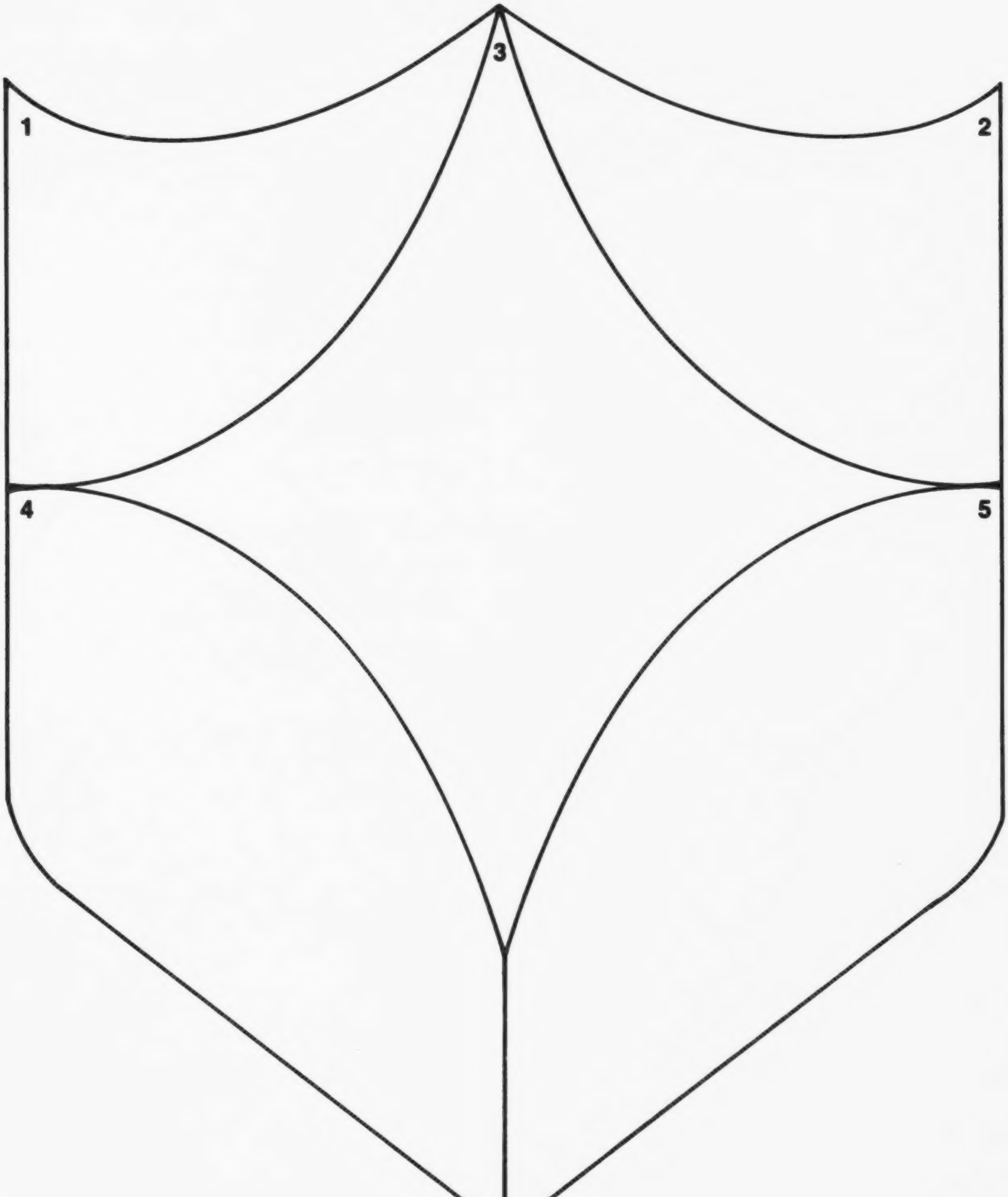
Discussion Points:

1. What was it like to symbolize your strengths and weaknesses?
2. What did you learn about yourself?
3. What will you have to do to make sure that people remember you in the manner that you want them to?

Adapted from Values Clarification, by Simon, Howe, and Kirschenbaum.

Handout 12

PERSONAL COAT OF ARMS



Activity 54
HOMEWORK: FAMILY TREE

Purpose: To increase awareness of family ancestry and family accomplishments. To affirm students' cultural and family characteristics. (Objective #1)

Materials: Handout 13, "Family Tree."

Time: 5 minutes at one session, 15-30 minutes at the next.

Procedure: Distribute handouts to the group. Explain that each person's family -- natural, extended, or otherwise -- represents diverse experiences and contributions. Many of us don't really know much about our ancestors. Ask students to go home and talk to their parents, caretakers, or other relatives to find out as much as they can about their family history. Fill in names on the Family Tree and gather the following information:

1. Where did the person live?
2. What was his or her occupation?
3. What is the person remembered for (accomplishments, personality traits, etc.)?

This activity provides an opportunity for adolescents to talk with their parents. Remind them to pay attention to their communication style -- listening, maintaining eye contact, and not interrupting.

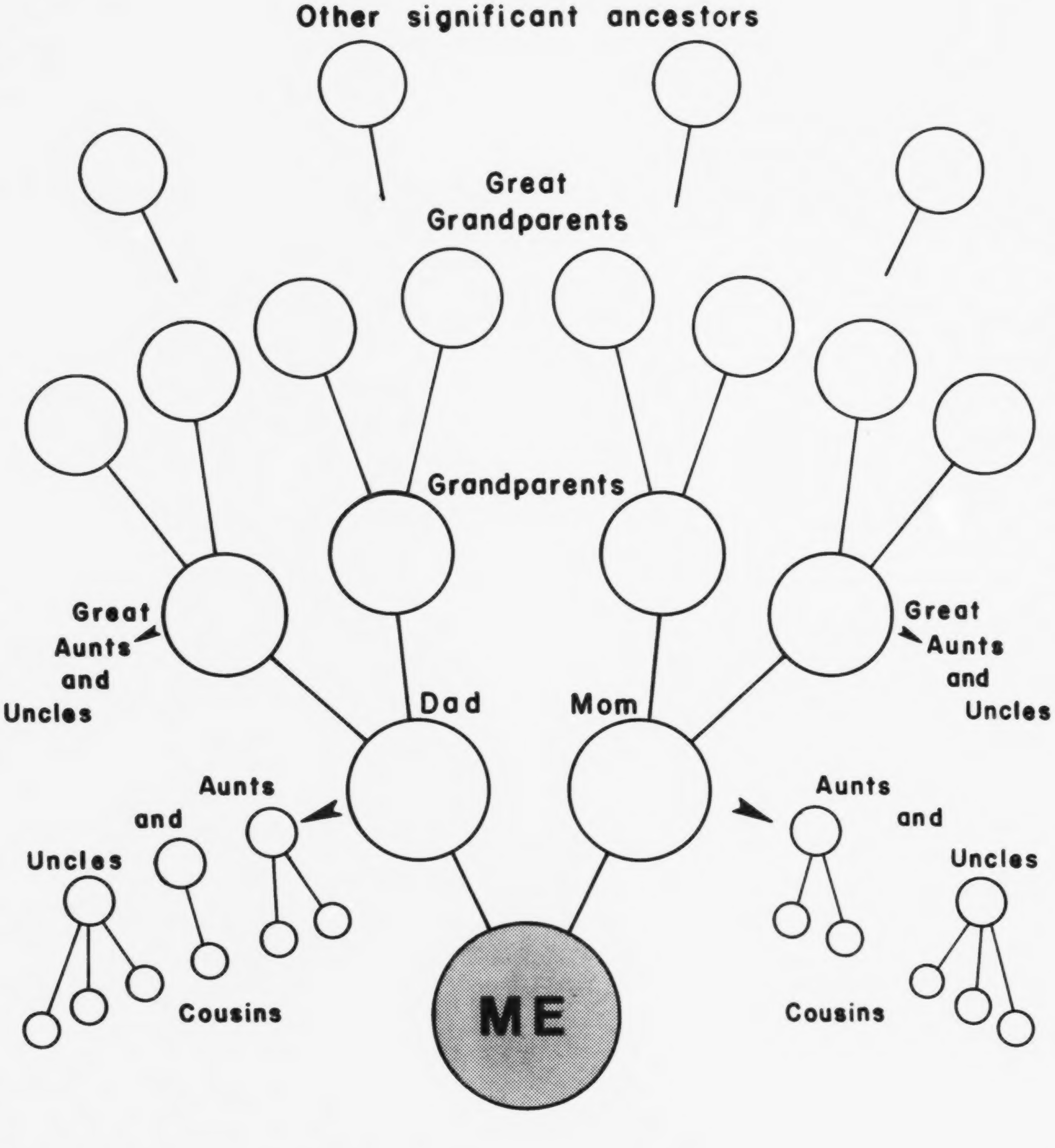
Tell them you will ask them to briefly share their reactions to the activity at the next session.

Discussion Points:

1. What was it like to do this activity?
2. How did your parents react?
3. Describe the communication process.
4. Did you learn anything new about your family?
5. Name one thing that you are proud of in your family ancestry.

Handout 13

FAMILY TREE


Other significant ancestors
Great Grandparents
Grandparents
Great Aunts and Uncles
Great Aunts and Uncles
Dad
Mom
Aunts and Uncles
Aunts and Uncles
Cousins
Cousins
ME

I am a combination of the genes of all my direct ancestors, making **ME** absolutely unique in all the world.

Activity 55
MY VIEW OF MYSELF

Purpose: To help students recognize how they see themselves. (Objective #1)

Materials: Blank white paper and crayons.

Time: 20-30 minutes (depending on size of class).

Procedure: Distribute materials and ask students to draw a picture of themselves. Since this is a projective exercise, it is important to keep the instructions ambiguous. For example, if they ask whether they should draw a face or the whole body, tell them it's up to them. Emphasize that their artistic ability is not important. Do not insist on sharing pictures.

Discussion Points:

1. How did you feel about drawing a picture of yourself?
2. What did your picture tell you about yourself?
3. Emphasize that body variations are normal and healthy. Some of us are tall, some short; some have large breasts, some small. These are things that usually can't be changed. Encourage students to enjoy their uniqueness.
4. What are some influences that affect the way we view ourselves? Discuss what impact peers, culture, family, and the media have on our perceptions of ourselves.
5. Some things such as excess fat, curly hair, few muscles, can be changed. Encourage students to take control in these areas rather than focusing on things they can't change.
6. Conclude by pointing out that there was no one right way of drawing the pictures. Have individuals look at their pictures once again and ask them to think about how they view themselves.

Activity 56
IALAC: I AM LOVABLE AND CAPABLE

Purpose: To introduce the concept of self esteem. To increase students' awareness of how interpersonal relationships can influence self esteem. (Objectives #1, 3)

Materials: Two large sheets of paper, magic marker, large index card or paper for each student.

Time: 5-10 minutes in one session, 5-10 minutes in the next.

Procedure: Using large bold print, write the letters IALAC (pronounced I-ah-lack) on the 2 pieces of paper. Tear the corner off one of the sheets and set it aside. Pick up the intact IALAC sign. Holding this to your chest so that the students can see it, tell them, "Everyone carries an invisible IALAC sign around with them at all times and wherever they go. IALAC stands for I Am Lovable And Capable. Our self concept, or how we feel about ourselves, is often influenced by our interpersonal relationships. If someone is nasty to us, teases us, puts us down, rejects us, or hits us, then a piece of our IALAC sign can be destroyed. (Illustrate this by tearing a corner piece off the sign.) I am going to tell you a story to illustrate how this happens in everyday life."

Tell a story about an individual who is the same age they are; pick a name that no one in the class has. Read the story dramatically. Make up a story that represents the experiences of your students or use the story below, filling it in with details appropriate for the group of students in your class. You may wish to allow students to help create the story. As you describe each event that negatively affects the student's IALAC sign, tear off another piece of the sign until at the end you are left with almost nothing. At the end of the exercise, hold up the duplicate sign that has one piece torn off.

IALAC Story

Like all of us, Sam was born with an IALAC sign. IALAC stands for I Am Lovable And Capable. (Hold up sign.) This is a story about one day in Sam's life and how his interactions with people affected his IALAC sign.

Sam is 16 and in the 11th grade. He is on the basketball team which practices every day after school. The first game of the season was coming up on Friday and the whole team was excited. When Friday arrived and the game started, Sam waited to be called in to play. He waited and waited, but the game was so close that he never got to play. Was Sam mad and disappointed! (rip)

After the game, the guys went out to a party. Sam hoped that Elaine, a girl in his English class, would be at the party. Sure enough, she came. Sam asked Elaine to dance and she said "No thank you, I'm too tired." (rip) A few minutes later, he spotted Elaine dancing with Bill, the team captain. (rip)

Later, Sam recognized Jan from his mathematics class. He started talking with Jan, but she didn't know who he was. (rip)

The next day Sam was practicing basketball with his teammates. They teased him for striking out at the party. (rip)

That night when Sam went to sleep, he thought about everything that had happened over the last few days. When he thought about the basketball game, he was still disappointed but realized that the best players were needed to win the game. He would practice harder and try to improve his skills so that he could play more in the future. When he thought about Jan from his math class, he decided that it didn't really mean anything that she didn't remember him. He would take time tomorrow to talk to her and try to get to know her better in class.

By the time he woke up, his IALAC sign had grown stronger again. (Hold up sign with one piece torn off.) But there was still one small piece that was gone ... maybe forever.

Discussion Points:

1. Why are some people hurt more easily than others?
2. How can a person actively attempt to improve his or her self image?

Homework: Distribute cards, asking students to write IALAC on them. Ask students to carry their IALAC cards everywhere they go for the next 24 hours, tearing off a piece of the card whenever they receive a put-down; the more negative the put-down, the larger the piece they tear off.

Tell students it is very important to do the assignment because it will be an important part of the next class discussion. Allow 10-15 minutes at the beginning of the next session to discuss students' experiences.

Activity 57
KILLER STATEMENTS

Purpose: To define the term self concept. To explore the impact of criticism and "put downs" on self concept. To encourage students to place more emphasis on their self concept. (Objectives #1, 3)

Materials: Blackboard and chalk.

Time: 20-30 minutes.

Procedure: Tell students that you want to discuss self esteem and self concept. Ask if anyone can define the term self concept. Explain that self concept refers to:

- How I perceive myself and
- How I think others perceive me.

Present the following information about building a positive self concept:

How I See Myself

1. A person with a positive self concept sees him or herself as worthwhile, lovable, and capable.
2. Self concept can be enhanced by successful experiences and positive comments from self and others.
3. Self concept can be enhanced by recognizing that past rejecting experiences may have hurt but don't have to be repeated. The person who believes that "how I see me" is more important than "how others see me" is in a better position to enhance his or her self concept. It is easier for others to like you if you like yourself.
4. The person who has a strong need for approval from others spends a lot of time trying to live up to the expectations of others and comparing, competing, and evaluating self in relation to others. All of these behaviors set the person up to fail or to feel less worthwhile and competent.

How I Think Others See Me

1. This relates to others seeing you as capable, worthwhile, and lovable.
2. We learn other's opinions of us through their words and behavior. Undeserved criticism and putdowns from others are called "killer statements." These statements say "You are not okay; you are not worthwhile, lovable, or capable."

Ask the group to brainstorm a list of killer statements. If necessary, give a few examples.

To self: "Jim didn't notice me, I must be ugly."
"I'm too stupid to do well in Math."

To others: "You idiot, why didn't you catch that ball?"
"Jane, that dress really makes you look fat."

Discussion Points:

1. Has anyone ever given you a killer statement?
2. How did you feel?
3. Do you ever use killer statements?
4. What impact do they have on self esteem?
5. Stress that it is more important to identify how you feel about yourself than how others feel around you.
6. How do you feel when you give killer statements?
7. Outlaw killer statements in the group. Ask all members to help enforce this rule.
8. Ask students to record, for their own information, how many killer statements they dish out at home and school.

Activity 58
BRAGGING

Purpose: To help students identify their own strengths. (Objective #1)

Materials: None.

Time: 20-35 minutes.

Procedure: Begin by telling the class about something you are proud of -- an accomplishment, an award, etc. Have students form groups of five or six. Tell them that they each have 3 minutes to boast about something in their lives: skills, awards, personal characteristics, etc. Ask one person to serve as timekeeper. After 20 minutes, or when everyone has finished, ask the groups to come back together. Discuss the following points.

Discussion Points:

1. How did you feel about bragging?
2. What was it like to listen to others?
3. Which statements did you resent? Which did you admire? What made the difference?
4. What are the benefits of identifying your positive characteristics (at least to yourself)?
5. Make the point that some people go too far with bragging. There is a difference between admitting or acknowledging your strengths and bragging to get attention or approval from others.

Activity 59
COMPLIMENTS

Purpose: To enable students to practice giving and receiving a compliment. (Objectives #1, 3)

Materials: None.

Time: 20-30 minutes.

Procedure: Introduce the topic of compliments. Ask students, "How many of you like to receive compliments? How do you typically respond to compliments?" Have students pair off with someone in the class that they know fairly well. First, have each person write down a compliment about his or her partner. Then they should take turns giving each other the compliment.

Discussion Points:

1. How did you feel giving the compliment?
2. How did you feel receiving a compliment?
3. What makes giving and receiving compliments difficult?
4. Was it easier to write the compliment than to say it? If so, what makes writing easier than verbalizing?
5. What is the best way to receive a compliment?
6. Make the point that constantly putting ourselves down after receiving a compliment sometimes discourages people.

Activity 60
SELF ESTEEM: SURVIVAL HUGS

Purpose: To make students more aware of the human need for affection and caring and its relationship to self esteem. (Objectives #1, 3)

Materials: None.

Time: 5-15 minutes.

Procedure: Explain that all human beings have a need for physical contact. Babies grow and thrive from being held, stroked, and kissed by their parents. One study in Chicago showed that orphans who were not given such affection were more likely to die than other babies. Our need for physical contact does not diminish throughout life.

One social worker suggests that human beings need the following:

- 4 hugs a day for survival
- 8 hugs a day for maintenance
- 12 hugs a day for growth

Ask students what they think about this. Does it make sense? How do they rate on this scale? This includes hugs from parents, siblings, nieces, nephews, neighbors, friends, etc. Explain that the number of hugs the social worker has recommended is exaggerated to make the point that we all need affection.

Ask students to think more about their needs for physical affection. Adolescents are not too old to get a hug from a parent. Discuss the following points.

Discussion Points:

1. How do you feel about getting and giving hugs?
2. How would you describe the level of physical affection in your family?
3. Do males and females have the same need for physical affection?
4. When is it inappropriate to give a hug (strangers, business acquaintances, etc.)?
5. Make the point that some individuals engage in sexual behavior when they are really just looking for affection. This is usually unsatisfying for the individual.
6. How can people get the physical attention they need without exploiting themselves or others?

Activity 61
LOOKING AT MYSELF

Purpose: To help students explore what they like, what they dislike, and what they wish to improve about their own physical and personality characteristics. (Objective #1)

Materials: Handout 14, "Looking at Myself."

Time: 30-40 minutes.

Planning Note: To handle this activity respectfully, the group needs to be quite cohesive. Therefore, it is important to first conduct one or more of the earlier activities in this unit. Activities 56 (IALAC) and 57 (Killer Statements) are especially helpful in discouraging teasing and other disrespectful conduct.

Procedure: Distribute copies of the handout and give students 10-15 minutes to fill it out. (See homework for alternative.)

Then break the class into groups of about four or five and have students each spend about 2 minutes sharing three or more things they like about themselves (and why). Ask them also to share at least one thing they are proud of doing. Other members of the group can respond briefly to the speaker if they choose to. Before they begin, remind the class of the ground rules.

Every 2 minutes or so, remind the groups to move on to make sure that everyone gets a chance to share.

Just before this activity ends, go around the circle saying: "Tell me a 'feeling' word that explains how you feel right now." Discuss students' feelings and assure them that what they are feeling is okay.

Discussion Points:

1. What did it feel like to share some of these things?
2. Is it hard to say positive things about yourself in a group?
3. Were you surprised by anything that was said?
4. How do we learn to like ourselves? How important is it to like ourselves?
5. Each person has both negative and positive characteristics. Comment that we can either learn to accept negative aspects of our personality or change them; we have a choice. Make a point of thinking of positive attributes. By focusing on positive attributes, we feel better about ourselves. This affects our behavior around other people and our appraisal of things we are doing.

Alternative: Homework: As an alternative to completing charts in class, instruct students to complete them as homework and then to talk with their parents about how they felt about themselves when they were the same age.

At the next class session, spend 10-15 minutes talking about the discussion points, adding the following: What did you learn about your parents' self image when they were your age?

Handout 14

LOOKING AT MYSELF

1. What I like about myself (at least eight things):

   a. My physical self

   b. My personality

2. What I don't like about myself:

   a. My physical self

   b. My personality

3. Things I would like to change or improve about myself:

4. How I might change:

5. Things I am proud of doing:

Activity 62
BODY IMAGE

Purpose: To help students explore their perceptions of their own appearance. To encourage students to think positively, keeping their shortcomings in perspective. (Objective #1)

Materials: Handout 15, "Personal Inventory."

Time: 30 minutes.

Planning Note: To handle this activity respectfully, the group needs to be quite cohesive. Therefore, it is important to first conduct one or more of the earlier activities in this unit. Activities 56 (IALAC) and 57 (Killer Statements) are especially helpful in discouraging teasing and other disrespectful conduct.

Procedure: Distribute the handouts. Stress that this is a private inventory in which students are to rate the different parts of their bodies according to how they personally feel about them.

After students have completed their evaluations, the discussion should focus on variations in rates of development and determinants of beauty in our society. Mention problem areas such as acne, breast size, large feet, genital size, unwanted hair. Adolescents may need reassurance that it is normal for teenagers to develop at different rates and that some parts of their body may develop faster than other parts. For example, noses are often awkwardly disproportional during puberty.

It is important to differentiate between those characteristics that are within one's control and those that are given. An adolescent may feel very unattractive because he or she is overweight and short. Encourage students to concentrate on characteristics within their control.

Discussion Points:

1. Why do we tend to focus on the parts of our bodies we dislike rather than those we like? Emphasize that all people have physical characteristics that they would like to change.
2. Does size and shape of sexual organs affect one's attitudes about oneself?
3. How is attractiveness determined? Does this vary in different cultures or ethnic groups? Emphasize that individual differences and variations among people make them unique and more interesting.

4. Can you name some famous people who represent the "physical ideal" in contemporary society? Is it fair to compare yourself to these people? (Remind them that we usually see these people heavily made up or in pictures that are touched up.) Do media pressures differ for males and females? Do these pressures differ for people of different races or cultures?
5. Why do some people focus on things that are beyond their control rather than on things they can change? Encourage the attitude that focusing on imperfections that can't be changed is unproductive.
6. How do health habits affect appearance?
7. What can you do to improve your personal appearance?

Handout 15

PERSONAL INVENTORY

Circle the number that best describes your feelings about each part of your body.

1 = very dissatisfied
2 = somewhat dissatisfied
3 = neutral
4 = somewhat satisfied
5 = very satisfied

	very dissatisfied	somewhat dissatisfied	neutral	somewhat satisfied	very satisfied
Shoulders	1	2	3	4	5
Eyes	1	2	3	4	5
Ears	1	2	3	4	5
Nose	1	2	3	4	5
Mouth	1	2	3	4	5
Teeth	1	2	3	4	5
Hands	1	2	3	4	5
Arms	1	2	3	4	5
Feet	1	2	3	4	5
Legs	1	2	3	4	5
Hips	1	2	3	4	5
Tummy, waist	1	2	3	4	5
Calves	1	2	3	4	5
Thighs	1	2	3	4	5
Hair	1	2	3	4	5
Skin	1	2	3	4	5
Weight	1	2	3	4	5
Height	1	2	3	4	5
Overall appearance	1	2	3	4	5

Now, place a check beside those characteristics that you can change if you want to.

Activity 63
OBITUARY

Purpose: To encourage students to think about what their lives will be like in the future. (Objective #2)

Materials: Handout 16, "Obituary."

Time: 30 minutes.

Procedure: Ask students to think about the future for a few minutes. Assuming things go well, what will their adult lives be like? Distribute the handout, telling students that this is a fantasy exercise in which they will write an obituary notice about their lives. What would they want people to remember about them? Give students 10 minutes to complete the form, then ask volunteers to read their obituaries.

Discussion Points:

1. What occupations were students most interested in?
2. What do you want to be remembered for?
3. What was most important in your life?
4. What do most people need in their lives in order to be happy?
5. What can you do to make sure that your real obituary reads the way you would like it to?

Handout 16
OBITUARY

In ________, ________________________________ passed away in
(year)   (your name)

____. At the time, __________
(place)   (she or he)

was engaged in __________________________________. __________ will be
(occupation)   (She or he)

remembered for ____. The departed

was known to enjoy the hobbies of ___________________________________ and

to spend spare time with ________________________. __________ has gone
(She or he)

on record as saying that ____________________________ had the greatest

influence over _______________ life. The departed spent the happiest
(his or her)

moments of life _____________________________________. __________ was
(She or he)

_____________________ at the age of ______ and had _________ children.
(married/single)   (number)

Tombstone Phrase: ____

Activity 64
GOAL LINE STRATEGY

Purpose: To help students identify at least one short term goal and one long term goal. (Objective #2)

Materials: Handout 17, "Goal Line Strategy."

Time: 20-30 minutes and time (10-15 minutes) at the end of the week and month.

Procedure: Tell students that you want to 1) discuss the importance of goal setting and 2) differentiate between long term and short term goals. Ask students to define the word goal. According to Webster's Dictionary, a goal is "an object or an end that one strives to attain." For example, one might have as a goal to save $50 over the next 3 months; this would be a short term goal. A long term goal might be to save $50,000 by the time you retire. Long term goals are more often life goals. Examples include 1) career choices such as becoming a doctor; 2) educational goals such as getting a Ph.D.; 3) personal goals such as getting married or traveling around the world. Ask for other examples of short term and long term goals.

Distribute the handouts and ask each student to write down a goal statement for each category:

- next week
- next month
- next year
- my life (career or personal).

Encourage students to select goals that they are reasonably sure they can reach. For each goal, ask students to write down the steps that they must take in order to accomplish the goal. Have them share their goals in small groups or ask for volunteers to share in the large group. Tell group members that you will check with them at the end of the week and at the end of the month to review their progress. Then be sure to set aside time at the end of the week and month to do so. Discuss the following points.

Discussion Points:

(Immediately after the activity):

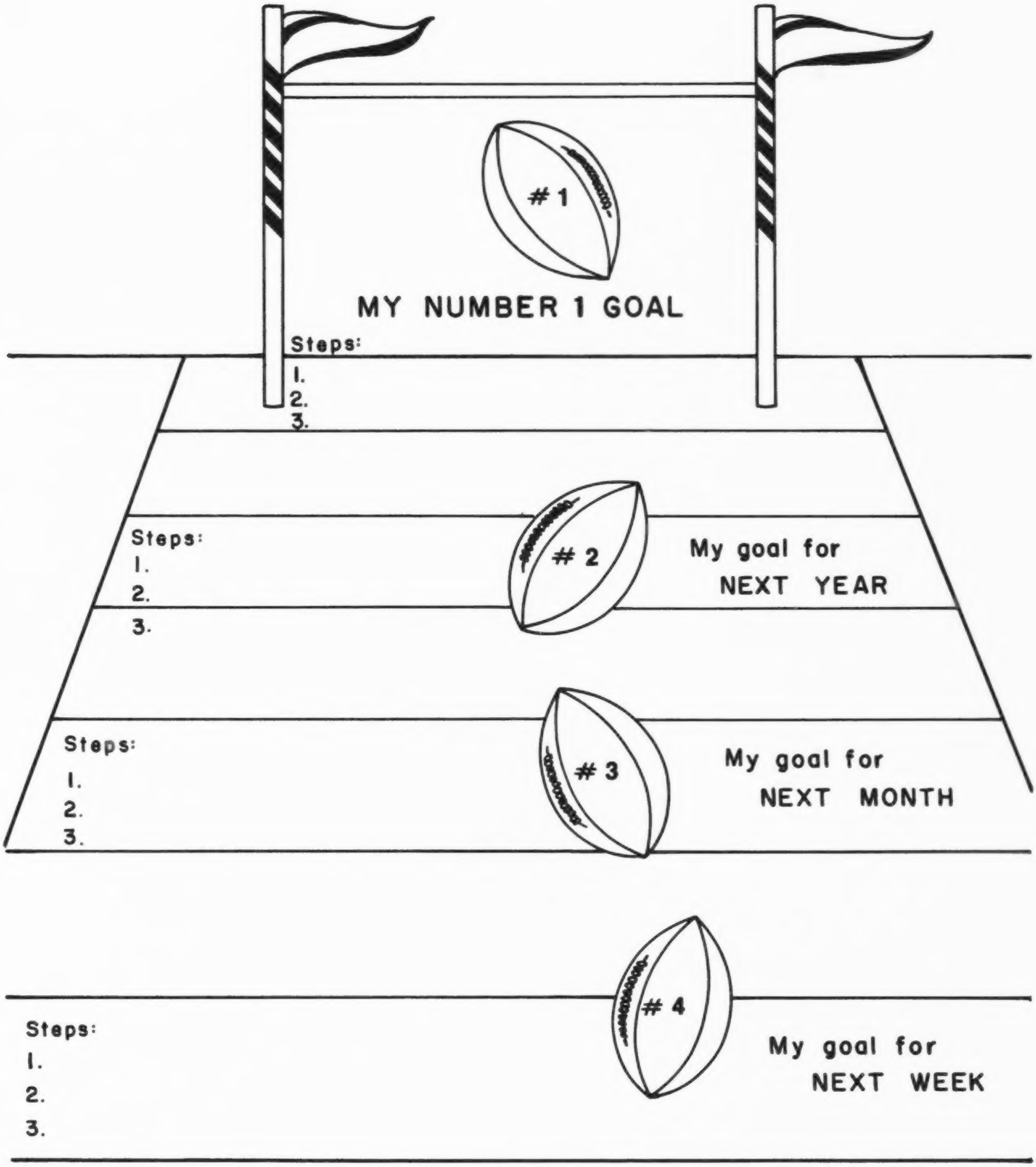
1. Was it easy or difficult to identify goals?
2. Do you think your goals are realistic for you?
3. How important is it to set goals?

(At the end of the week/month):

1. Did you accomplish your goal?
2. Had you identified the right steps?
3. How do you feel about what you did accomplish?
4. If you did not accomplish your goal, where do you go from here?

Handout 17

GOAL LINE STRATEGY



MY NUMBER 1 GOAL

Steps:
1.
2.
3.

My goal for NEXT YEAR

Steps:
1.
2.
3.

My goal for NEXT MONTH

Steps:
1.
2.
3.

My goal for NEXT WEEK

Steps:
1.
2.
3.

KICK OFF YOUR FUTURE

UNIT VI

DECISIONMAKING

Overall Goal

To help students learn and use a systematic decisionmaking process to make important decisions about social and sexual behavior.

Rationale

As adolescents mature, they must make increasingly independent decisions. Like many adults in our society, adolescents often avoid making decisions, then base their actions on impulse or on what the crowd is doing. Such passive or pressured decisionmaking often results in undesired consequences. This unit is designed to help students recognize that they can make more effective decisions by using a very conscious and systematic process; it provides opportunities to practice making decisions in a variety of situations.

Behavioral Objectives

Students will:

1. Be able to recognize situations that require decisionmaking.
2. Identify who and what influence the decisions students make.
3. Be able to use a decisionmaking process in hypothetical social dilemmas.

UNIT CONTENTS

Activity Number and Name	Time Required (Min.)	Objectives to Be Achieved	Recommendations for Planning
65 Bag Exercise	15	#1, 2	Conduct one or both of these activities to introduce the topic.
66 Looking at Decisions	20	#1-3	
67 Lecture: Decisionmaking	10-20	#2	Presentation of information.
68 Dilemmas	20-40	#1, 2	Conduct as many of these activities as possible to help students apply decisionmaking skills to a variety of topics.
69 For My Friend I Would	25	#2, 3	
70 Who or What?	20-35	#2	
71 Film: Peer Pressure	35-50	#2, 3	
72 Handling Peer Pressure	25-50	#2, 3	
73 Film: Decisionmaking	30	#1, 2	
74 Dating Decisions	20-35	#1, 2	
75 Is This Responsible?	20-50	#1, 2	

Activity 65
BAG EXERCISE

Purpose: Warmup activity to introduce students to the decisionmaking process. (Objectives #1, 3)

Materials: Four bags, each containing a different object (such as a candy bar, a magic marker, a pad of paper, and a string of paper clips).

Time: 15 minutes.

Procedure: Ask for three volunteers. Present the four bags and ask each volunteer to choose one bag simply on the basis of looks.

Second, tell volunteers that they can pick up each bag to see how heavy it is. They may keep the bag they have, trade with another volunteer, or trade for the extra bag.

Third, instruct the volunteers to feel each bag to determine the shape of the object within. Again they may keep the bag they have, trade with another person, or trade for the extra bag.

Last, ask volunteers to look in their bags to see what they have. Again they may trade with someone else if they wish.

Explain that each person has made decisions based on various pieces of information.

Discussion Points:

1. How did you first decide on a bag?
2. How did each piece of information affect your decision?
3. How do you feel about the decision you made?
4. Do you want to re-think it?
5. How do you make decisions about other things (clothing, friends, school courses)?
6. Has your approach to making decisions changed in the past few years? How or why not?
7. Do others in the class use different methods for making decisions?
8. Discuss how the process of making decisions in this example could generalize to other situations.

Activity 66
LOOKING AT DECISIONS

Purpose: Warmup activity to help students become aware of the factors that influence their decisionmaking and to contrast different styles of decisionmaking. (Objectives #1, 2, 3)

Materials: Paper and pencils.

Time: 20 minutes.

Procedure: Ask the class to think of any decision, major or minor, that they have made in the last year and to write that decision on their card or paper. Possible decisions could include:

- What to do for the weekend or for a vacation
- Whom to ask for a certain dance or party
- What classes to take
- How to spend a birthday check
- Whether to buy something expensive.

Ask the students to consider for a few minutes all the factors that went into their decision -- other people, practical considerations, fantasies, personal needs or goals, status needs, "shoulds," and so forth. How did they make the decision? Who or what influenced them? Then have them list the five things that were most important when making that decision.

After the students have had about 5 minutes to make their lists, form groups of four or five students and ask them to share something about their decisionmaking process, such as two of the factors that were most important to their decision. Discuss in small groups: How is your decisionmaking process similar or different from others in your group? How do you feel about how you make your decisions?

Discussion Points:

1. Were you surprised by anything in your decisionmaking process?
2. What kinds of things help you make difficult decisions?
3. What kinds of things block you from making important decisions?
4. What might make it harder to make decisions about sex?
5. What might make it easier to make decisions about sex?

Activity 67
LECTURE: DECISIONMAKING

Purpose: To identify the major components of the decisionmaking process. (Objective #3)

Materials: Blackboard, chalk, and Handout 18, "The DECIDE Method."

Time: 10-20 minutes.

Procedure: Distribute the handout to students and write the outline on the blackboard. Follow the outline to explain how decisions can be made.

Ask students to identify a dilemma that they had to make a decision about recently (e.g., deciding to have a party, to participate in a sport or club at school, to attend college). If students have already participated in Activity 66 (Looking at Decisions), you might ask them to review this decision with the new information and procedure in mind.

Discussion Points:

1. How did you go about making the decision?
2. Could you follow the steps outlined in this presentation?
3. Which steps would be the easiest? The hardest?

Handout 18
The DECIDE Method

D — Define the problem.

E — Educate yourself.

1. Gather facts.
2. Identify alternatives.

C — Consider your options.

1. List the advantages, disadvantages, and consequences of each.

2. What is the worst that could happen with each option? Could you live with it?

3. Consider each option within the context of your own values, goals, abilities, and needs.

I — Identify your choice.

1. I will....

D — Design a plan to carry out the decision.

1. List steps that need to be taken.
2. Identify ways of handling obstacles.

E — Evaluate the decision.

1. What happened?
2. Would you change the decision in the future?

Activity 68
DILEMMAS

Purpose: To allow students to practice decisionmaking strategies. To help students identify alternatives and consequences. (Objectives #1, 3)

Materials: Handouts 19 and 20, "Dilemmas" and "Decisionmaking Guide."

Time: 20-40 minutes.

Procedure: Divide the class into groups of five. Distribute a copy of both handouts to each group. Ask them to use the dilemmas as practice situations; for each dilemma the group should follow the steps outlined in "The Decisionmaking Guide." Have one person in each group act as recorder.

When each group has worked on two dilemmas or has devoted about 20 minutes to the exercise, bring the large group back together. Have the groups explain how they dealt with one of the dilemmas and compare how different groups handled the same dilemma.

During the discussion, emphasize the following points:

- There are many alternatives for every situation.
- Every decision, including "no decision" has a consequence.
- The best decision is usually one that is consistent with your own values.
- Better decisions result from the use of a conscious decisionmaking process.
- A solution that satisfies someone else will not necessarily satisfy you.

Discussion Points:

1. How difficult was it to use the decisionmaking process to solve this problem?
2. Would you use the process in real life situations?
3. How can decisions be altered to minimize conflict between two people?

Homework: Give each student a copy of "The Decisionmaking Guide" to take home. Ask them to define a dilemma they are currently experiencing and to work through each step of the Guide with the help of one of their parents.

At the next class session, spend 10-15 minutes discussing the students' experiences of working on the dilemma with their parents. Did their parents offer alternatives that they had not considered?

Handout 19
DILEMMAS

1. You are planning to babysit at your neighbors' home, the Millers. The Millers have never made any direct comment about having guests, but it is clear that they expect you to take care of their children, not to party. At the last minute, a new friend calls to see if you are busy. She suggests calling the Millers and saying you're sick or letting her come over after the Millers leave. What do you do? Why?

2. You are at a party with a group of friends. The party lasts late and you are one of the last to leave. Sam is supposed to drive you home. He's not drunk, but you know he has had quite a bit to drink. You are hesitant about calling your parents because they might not let you drive with Sam again. If you take a taxi home, you'll have to ask your parents for money to pay the cab driver. What do you do? Why?

3. You have lived in a small town for 6 months. You are excitedly planning your 17th birthday party. It will be the first time you have ever had your new friends over, and you hope it will make you a permanent member of their group at school. As your guests arrive, you notice that some of them have liquor. Others start lighting up a "joint." Your parents are upstairs and have very strong negative feelings about teenage drinking and drug use. What do you do? Why?

4. You have recently graduated from high school. You and your boy or girlfriend hope to be married this year. Your parents urge you to wait. You have always wanted to go to art school, and your high school art teachers say you have real talent. Your parents say they'll help financially only if you go to school and do not get married. Therefore, if you marry, you will need to work for at least a few years. It may be difficult to go back to school. You also resent your parents' attempt to control you. What do you do? Why?

Handout 20
DECISIONMAKING GUIDE

Step 1: Define the problem to be solved in a few sentences. Define it in personal terms such as "How do I...?" "How should I...?" "What will I...?"

Step 2: Educate yourself. Gather information related to the problem. Identify at least three possible solutions or alternatives.

1.

2.

3.

Step 3: Consider the positive and negative aspects of each alternative. What is the best thing that can happen? What is the worst thing that can happen?

Positive	Negative
1.	1.
2.	2.
3.	3.

Positive	Negative
1.	1.
2.	2.
3.	3.

Positive	Negative
1.	1.
2.	2.
3.	3.

Step 4: List persons affected by these alternatives and any personal values that may be in conflict with these alternatives.

1.

2.

3.

Step 5: Compare all the alternatives and identify your choice. My solution is:

Step 6: Design a plan to carry out this decision. List steps that need to be taken. Identify ways of handling obstacles.

1.

2.

Step 7: Evaluate the decision:

1. What happened?

2. Would you handle the situation differently next time?

Activity 69
FOR MY FRIEND I WOULD

Purpose: To explore peer influences and making decisions about the limits of friendship. (Objectives #2, 3)

Time: 25 minutes.

Materials: Handout 21, "For My Friend I Would."

Procedure: Write the word "friend" on the board. Ask students to suggest some of the qualities or attributes of a friend, specifying that you want one-word descriptions.

When you have generated a sizeable list, ask students to think of a particular friend whom they know quite well. Distribute the handout, asking each person to answer the questions with this particular friend in mind.

When everyone has finished, lead a discussion with the entire group or organize small group discussions.

Discussion Points:

1. Where do you draw the line with your friend? What are the limits?
2. Is it possible for some friends to borrow money from you and not others?
3. Are there some friends with whom you feel more comfortable sharing your time or your possessions? If so, why?
4. Point out the difference between wanting to do something for a friend, yet choosing not to for reasons other than friendship. For example, I might want to share what I know about mathematics with my friends but do not feel comfortable allowing them to copy the answers from my paper.
5. Encourage students to suggest ways that they might assist their friends without giving of themselves in ways that are contrary to personal values or not personally satisfying.

Handout 21
FOR MY FRIEND I WOULD

Directions: Choose one of your friends. With that friend in mind, finish these sentences.

1. If my friend wanted me to cut class, I would ______________________________
____

2. If my friend needed to borrow $20, I would ______________________________
____

3. If my friend wanted to copy my paper, I would ______________________________
____

4. If I knew that my friend had stolen something, and someone asked me if my friend had taken it, I would ______________________________
____

5. If I was tired, and my friend wanted me to go out to a party, I would __________
____

6. If my friend wanted me to try smoking some grass, I would ____________________
____

7. If my friend promised to come over and then didn't, I would __________________
____

8. If my friend lied to me and I knew it, I would ______________________________
____

Activity 70
WHO OR WHAT?

Purpose: To explore influences on decisionmaking. (Objective #2)

Materials: Handout 22, "Who or What?"

Time: 20-35 minutes.

Procedure: Distribute the handout. Have students place checks indicating the persons or things that influence their decisions. If they want to check more than one on any item, ask them to rank them, using 1 for the most influential, 2 for the next influential, and so on. If they believe that they are not influenced by others in a particular area, they should write "no one" in the column marked "Other."

Divide students into groups of three or four to discuss their charts. Encourage them to discuss items one at a time and to give each person a chance to discuss her or his point of view. Bring the groups together to share their small group discussions.

Discussion Points:

1. Are the decisions we make influenced by others? How?
2. What are the pros and cons of being influenced by others?
3. Who is the most influential person (friend, steady, parent, teacher, or clergy) when it comes to making important decisions?
4. Are different people designated influential, depending on the specific decision?

Handout 22
WHO OR WHAT?

Who or what influences your decision about what clothes to buy or wear, what food to eat, what movie to see? For each item below, check whether you are influenced by parents, friends, boy/girlfriends, teachers/counselors, clergy, magazines, TV. If more than one of these influences you in your choice, indicate which is most influential with a #1, next most influential with a #2, and so on.

	Parents	Friends	Boyfriend/ Girlfriend	Teachers/ Counselors	Clergy	Media	Other
Clothes							
Hair Style							
Food							
Classes							
Curfew							
Dates							
Movies							
Friends							
Reading Material							
Sexual Behavior							

Activity 71
FILM: PEER PRESSURE

Purpose: To explore the meaning of friendship and the impact of peer pressure within a friendship. (Objectives #2, 3)

Materials: Projector, screen, and film:
"A Little Help From My Friends" [Agency for Instructional TV] or
"Surrounded: Peer Group Relationships" [Agency for Instructional TV].

Time: 35-50 minutes.

Planning Note: Before showing any film to your students, preview the film yourself and obtain approval from the administrator.

For guidelines on selecting and using films in sexuality education and a brief description of each film mentioned in this curriculum, see Appendix B.

Procedure: Briefly discuss peer pressure. Ask group members for examples. Introduce either film. Ask the students to look for examples of peer pressure in the film.

Discussion Points:

1. What examples of peer pressure did you see?
2. What is the best way to deal with peer pressure?
3. Do boys experience different pressures than girls do? If so, what kinds?
4. Give examples of pressures on males in this society (pressure to excel in sports, pressure to "score" with girls, etc.).
5. How can you decide when a friendship is not in your best interest?

Activity 72
HANDLING PEER PRESSURE

Purpose: To help students explore ways of dealing with peer pressure. (Objectives #2, 3)

Materials: Handout 20, "Decisionmaking Guide," poster outlining decisionmaking process, newsprint, magic markers.

Time: 25-50 minutes.

Planning Note: The second example may be inappropriate with some groups. As with any activity, use your judgment about its appropriateness in your setting.

Procedure: Divide students into small groups and pass out copies of the handout. Read one of the following stories and ask the groups to solve the dilemma using the decisionmaking process:

> John was 16 years old and had just moved into the neighborhood. He met a group of guys at school and started getting together with them. The group decided that John had to prove himself to the group by helping the group cheat on an exam.
>
> Jim is a very popular guy at school. He asks Susie for a date to see a movie, but instead of a movie, Jim takes Susie to his home. He starts kissing her and she pulls away to ask, "What if your parents come in?" He laughs and tells her they are out of town. Jim continues, but Susie stops him and explains that she is not ready for this. Jim responds that she is different from most of the girls in school. In fact, Jim explains, most girls go all the way after a few dates. He asks her why she is such a prude.

Ask the groups to follow the steps of the decisionmaking process to decide what John or Susie should do. Have each group choose one member to act as recorder.

When the groups have finished, ask each group to present what they decided and why.

Discussion Points:

1. How difficult was it to use the decisionmaking process to solve this problem?
2. Would you use the process in real life situations?

Activity 73
FILM: DECISIONMAKING

Purpose: To help students explore decisionmaking regarding sexual behavior. (Objectives #1, 2)

Materials: Projector, screen, and film:
"What's To Understand" [Planned Parenthood of Memphis] or
"Mark and Susan" [Planned Parenthood of East Central Georgia] or
"Running My Way" [Children's Home Society of California] or
"Shelley, Pete, ...(and Carol)" [Modern Talking Pictures].

Time: 25-30 minutes.

Procedure: Introduce the film that you choose. If it is a trigger film, prepare students for the fact that the film is very short and that the situation will not be resolved.

If you show "Shelley, Pete, ...(and Carol)", stop the film at the point that Shelley runs upstairs after discussing the pregnancy with her parents and Pete's parents. Ask students to use the decisionmaking process to determine what Shelley should do. Discuss the students' decisions. Then show the remainder of the film.

Discussion Points:

("What's To Understand" or "Mark and Susan")

1. What do you think happens?
2. What are Susan's (or Laura's) alternatives?
3. Why is it so hard for this couple to communicate effectively?
4. Allow general discussion, but guide the class to focus on decisionmaking.

("Running My Way")

1. Was the ending happy or sad?
2. What decisions did Lisa face?

("Shelley, Pete, ...and Carol")

1. What decisions did Pete and Shelley make?
2. What were the consequences of their decisions?
3. Would you have handled things differently? If so, how?

Activity 74
DATING DECISIONS

Purpose: To help students become aware of decisions they may face while dating and ways to handle them. (Objective #2)

Materials: Handout 23, "Letters to the Lovelorn."

Time: 20-35 minutes.

Procedure: Ask students to imagine that they are going to be counselors for a day, giving advice to the lovelorn.

Distribute the handout. If students enjoy writing exercises, have them write the answers; if not, ask them to discuss possible answers in small groups.

Discussion Points:

1. Were some questions more difficult than others?
2. How do you feel about giving other people advice?
3. How do you feel when people try to give you advice?
4. Would your advice change if you were the one asking the question? How?
5. How did you use the decisionmaking process when suggesting a solution?

Handout 23
LETTERS TO THE LOVELORN

Dear Ann and Andy,

I am a 16-year-old girl. There is a boy in my math class that I really like, but he doesn't seem to notice me. How can I let him know that I like him?

Dear Ann and Andy,

My boyfriend is kind of wild but I like him a lot. Sometimes at school he kisses me in the hall and has even touched me on my bottom. This embarrasses me, but I like it when he touches me. What should I do?

Dear Ann and Andy,

I am a 17-year-old boy. Some of my relatives are concerned because I've never had a real girlfriend. I like girls, but I don't know what to say to them. What can I do?

Dear Ann and Andy,

My girlfriend and I spend a lot of time together. Some of our friends are having sex, but we haven't yet. I don't even know if I want to. Is that normal?

Dear Ann and Andy,

My boyfriend says that he loves me, but twice I've found out that he has taken another girl out. I get so jealous when I think about him with another girl. What should I do?

Dear Ann and Andy,

I am a student in the 10th grade and very interested in art. Tommy is a senior and a very sweet guy. He plans to be an artist and has already won several contests. We have so many things in common, but there is one big problem -- I'm White and Tommy is Black. My parents are very unhappy about our friendship. They told me not to go out with him or even talk to him on the phone. I love my parents, but aren't they being prejudiced about this? What can I do?

Dear Ann and Andy,

What can a girl say when turning down a kiss on the first date -- especially if she wants the guy to come around again?

Dear Ann and Andy,

Some of my friends and I were talking about saying "no." Why is it so much harder to say "no" than "yes"? Like not wanting to accept some invitation but you're afraid you'll hurt someone's feelings if you don't. Or what to do when your date or the other kids are going somewhere that you know is out of bounds for you. It's always such an awkward situation. What's the best way to say "no"?

Dear Ann and Andy,

Which is better, to go to a school dance with a creep or to sit home?

Dear Ann and Andy,

My dad really pushes me to be athletic. He always wants to go out and play catch or shoot baskets. I'd rather work on my hobbies -- painting and playing the guitar. How can I let him know I don't like sports without hurting his feelings?

Dear Ann and Andy,

All of my friends brag about "how far" they went with the girls they took out. When they ask me, I just mumble or say nothing. Now they tease me and call me "Saint." Should I make up stories to get them off my back?

Activity 75

IS THIS RESPONSIBLE?

Purpose: To encourage students to evaluate decisions they have already made; to help students differentiate between responsible and irresponsible behavior.

Materials: Handout 24, "Is This Responsible?"

Time: 20-50 minutes.

Procedure: Explain to the group that this activity will help them clarify their ideas about responsible behavior. Tell them to divide into small groups. Distribute the handout, asking each group to read the situations and decide whether they think the characters in each are behaving responsibly or irresponsibly. Ask them to discuss their reasons for labeling the behavior a particular way.

After 15 or 20 minutes, ask the groups to come back together. Read each situation; give each group a chance to share their reactions.

Discussion Points:

1. How did you determine whether someone's behavior was irresponsible or not?
2. Did group members always agree?
3. What are the possible consequences in each situation?
4. In evaluating the decisions that were made, what changes would you suggest for future behavior?
5. Make the point that each person in the activity did actually make a decision, even if it was not a conscious, well-considered decision. Reinforce the universal value that each person is responsible for his or her own behavior.

Handout 24

IS THIS RESPONSIBLE?

Read each situation. Think about the characters and then answer the questions that follow.

Situation 1

John, age 16, is watching Monday night football with his father. When his father gets a beer, he offers John one. John accepts.

1. What decision has John made?
2. What decision has his father made?
3. Is John's father behaving responsibly? Why?
4. Is John? Why?
5. What do you think of their decisionmaking?

Situation 2

Janet, age 16, has been dating Rick, age 17, for about a year. Janet and Rick decided together to have sexual intercourse. Rick uses a condom faithfully every time they have sex.

1. What decisions have Janet and Rick made?
2. Is Janet behaving responsibly? Why?
3. Is Rick? Why?
4. How would you evaluate their decisions?

Situation 3

Mary, age 15, lives with her mother and older brother. Mary's mother does not think Mary is old enough to date other than in group situations. Mary thinks her mother is living in the dark ages. Sometimes she tells her mother that she is going out with a group of girlfriends, but she really meets a boy that she likes very much.

1. What decision has Mary made?
2. Is Mary behaving responsibly? Why?
3. How would you evaluate her decision?
4. What decision has Mary's mother made?
5. Is she behaving responsibly? Why?
6. What do you think of her decisionmaking?

UNIT VII

ADOLESCENT RELATIONSHIPS

Overall Goal

To explore ways to understand and enhance interpersonal relationships. To encourage students to avoid social or sexual activity that they do not want or that is inconsistent with their values.

Rationale

As adolescents mature, they are more likely to be involved in committed relationships. The standards of their peer group may be more liberal than their own, their parents', and some of their other peers. This unit will help students consider their values for present and potential relationships.

Behavioral Objectives

Students will:

1. Become more aware of strategies to enhance interpersonal relationships.
2. Become more aware of attitudes about social and sexual relationships.
3. Identify situations which often lead to self destructive social or sexual behavior.
4. Be able to demonstrate assertiveness skills.
5. Identify different types of exploitation and its impact on people.

UNIT CONTENTS

Activity Number and Name	Time Required (Min.)	Objectives to Be Achieved	Recommendations for Planning
76 Sociogram	25-35	#1	Conduct one or more of these introductory activities to examine attitudes about peer and family relationships.
77 Five Friends	30	#1	
78 Labeling	30-45	#1	
79 What's Important in a Friend?	20-30	#1, 2	
80 Defining Love	20	#1, 2	Conduct one or more of these interchangeable activities to examine attitudes about romantic relationships and dating. It is not necessary to conduct all of them.
81 Discussion About Dating	30	#1, 2	
82 Boy Meets Girl	20	#1	
83 Film: The Date	40	#1, 3	
84 Relating to Opposite Sex	20-30	#1	
85 The Ideal Relationship	30-50	#1, 2	
86 Want Ad	20-40	#1, 2	
87 Attitude Assessment	20-50	#2	
88 Gender and Relationships: What's Important	20-40	#2	Conduct one or more of these activities to examine attitudes about gender roles and relationships.
89 Male/Female Relationships	30	#1, 2	
90 Gender Role Case Studies	30-40	#1, 2	
91 Relationship/Marriage Contract	45	#1	

UNIT CONTENTS (CONTINUED)

Activity Number and Name	Time Required (Min.)	Objectives to Be Achieved	Recommendations for Planning
92 Decisions About Relationships	25-40	#1-4	Conduct one or more of these activities to practice using the decisionmaking process and negotiation skills in relationships.
93 Sharing in Relationships	25-30	#2, 3	
94 Conflict Resolution	10	#1, 4	
95 Film: Peer Conflict	35-50	#3, 4	
96 Exploitation	30-45	#5	Conduct as many of these activities as possible to help students avoid being exploited.
97 Dating Pressures	30-45	#3-5	
98 Film: Acquaintance Rape Prevention	40	#3-5	

Activity 76
SOCIOGRAM

Purpose: To help students identify the different levels of friendships in their lives. (Objective #1)

Materials: Handout 25, "Sociogram."

Time: 25-35 minutes.

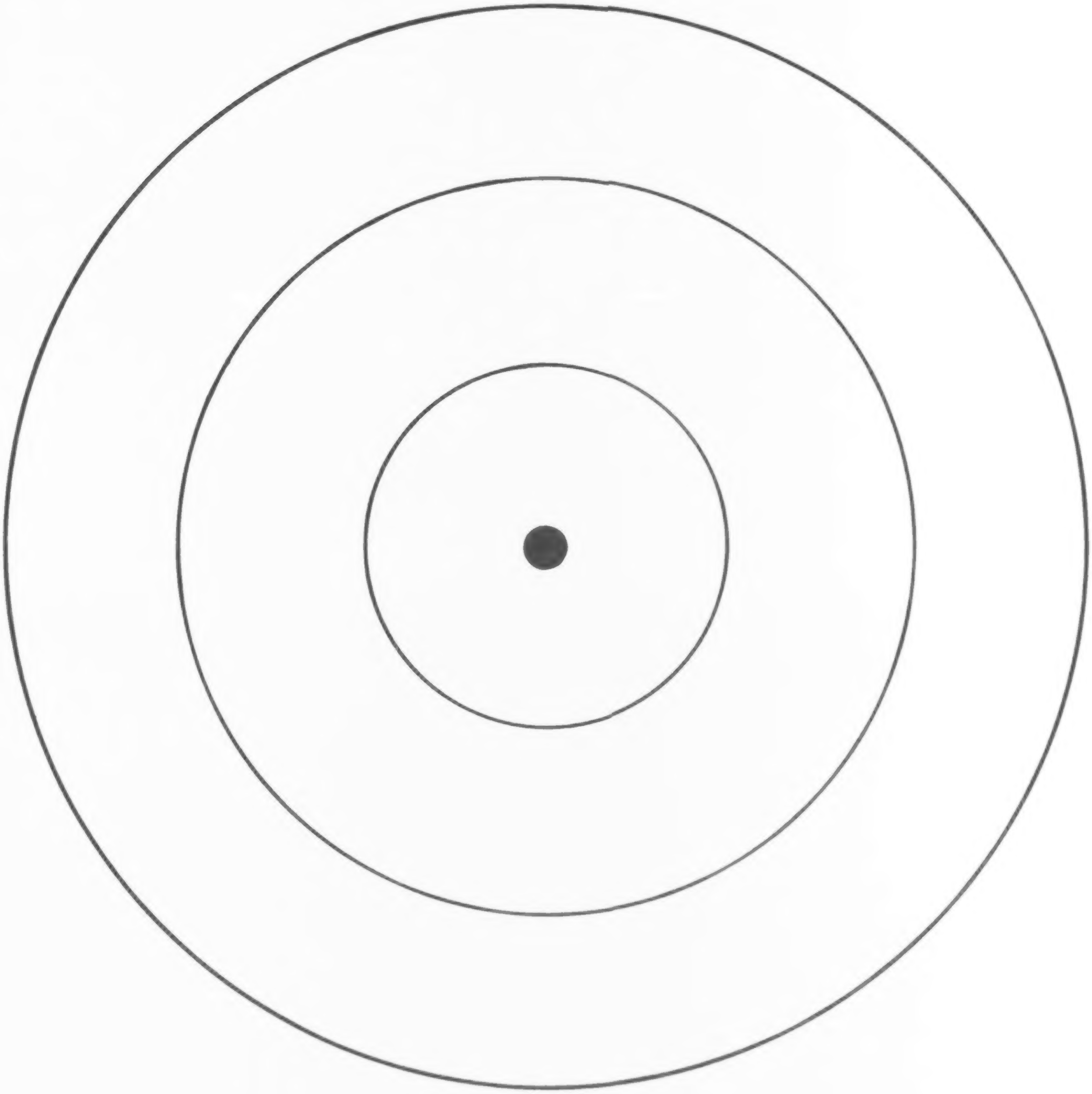
Procedure: Distribute the handout and draw a picture of a sociogram on the blackboard. Tell students to think of themselves as the center dot and to place the initials of their friends in the circles according to how close they feel to each person. Best friends should be placed in the inner circle; good friends in the middle circle, and most distant friends should be placed in the outer circle. Ask students to list characteristics of each person that make him/her a best friend, a good friend, or a distant friend. When the group has finished, discuss the following points.

Discussion Points:

1. What did you observe about your friendships (for example, do you have many best friends or just one special friend)?
2. How did you determine whom to place in the inner circle? the middle circle? the outer circle?
3. Where did you place your romantic interests? Did these people meet all of your requirements for a best friend? If not, what was missing?
4. Are there any changes you would like to make in your sociogram; if so, how might you make them?

Handout 25
SOCIOGRAM

Directions: Think of the following diagram as a picture of your friendships. The dot in the center represents you. Put the initials of your friends in the circles according to how close you feel to each person. Your best friends should be placed in the inner circle, good friends in the middle circle, and most distant friends in the outer circle. Beside people's initials list a few characteristics that make them best, good, or distant friends.



Activity 77
FIVE FRIENDS

Purpose: To help students become aware of what they value in a friend. To explore reasons for choosing friends. (Objective #1)

Materials: Blackboard, chalk, and Handout 26, "Five Friends."

Time: 30 minutes.

Procedure: Introduce the topic of friendship and peer relationships.

- Peer relationships become more important in adolescence because children are separating psychologically from parents.
- Friends have tremendous influence on each other.
- This influence can be both negative and positive.
- Thus, it is important to choose friends who have values and interests similar to your own.

The following activity will help students consider what they value in a friend. Either read to the group the following descriptions of five young people or pass out the descriptions on Handout 26.

Robin is 16 and an average student. She is very concerned about her appearance, wears dresses to school every day, and would never leave home without makeup. She believes that it is inappropriate to wear pants to school. Robin is quite popular, especially among the boys. She feels that boys are easier to get along with than girls.

Arthur is 17 and very funny. In fact, his friends tell him that he should be a comedian. He loves to party, drinks a lot of beer, and always has a good time. He doesn't seem to care that much about school work. Instead, he often plays the role of "class clown."

Sheila is 16, a little shy but very polite and pleasant when she does talk to others. She is very studious and often makes thoughtful remarks in class. She plans to go to medical school. Sheila has not really developed an interest in boys yet; she is very close to her family and enjoys tennis and jogging.

Jeff is 16, very tall and handsome, and he knows it. His family is fairly well off. Jeff drives a sports car which he is very proud of. In fact, he mentions the car in most of his conversations. Jeff is very generous about offering transportation to his friends.

Lisa is 17. She is average looking although she has a very developed figure and often passes for 25. She is an average student, very friendly, and quite popular. Lisa has developed a reputation for being "wild." Her parents let her stay out as late as she wants. Some people say that she "sleeps around."

Write the names Robin, Arthur, Sheila, Jeff, and Lisa on the blackboard. Ask students to rank the five individuals based on their own description of what makes a good friend.

Alternative Procedure: Distribute copies of the handout to students. Give students 5-10 minutes to complete the form individually. Discuss their ratings in the large group.

Discussion Points:

1. What characteristics are important in a friend?
2. What do you dislike in a friend?
3. Were the people you chose at all like you?
4. What are the potential consequences of having friends with very different values?
5. How does a person develop a reputation? In Lisa's case, is she necessarily sleeping around?

Handout 26

FIVE FRIENDS

Directions: After reading the following description, rank the five friends according to your idea of what makes a good friend. Decide which friends you like or could relate to. Put a #1 next to the person you could relate to best, #5 for the person you would like the least. This is the story:

You have five friends who are together a lot. You invite four of them over for a party at your house. Your parents are home but out of the way; they allow you to use your room, the family room, and the kitchen, if you'd like.

Alice is your best friend and is feeling really down because her boyfriend hasn't called. She suggests that all the girls leave your house and spend the night at her house because her parents aren't home and her Dad has two cases of wine in the garage.

Betty shows up at your house with her boyfriend, because her parents forbid her to see him; they go off to the family room to make out.

Carol wants the party to get bigger so she starts to call all the boys that make up your group of friends at school and invites them over to your house.

Diane is really depressed and crying. Her parents won't let her go to the party next weekend at Greg's where everyone is going to be, because her parents know Greg's parents will serve alcohol. She sneaked a bottle of wine into your house.

Evelyn arrives at your house without knowing you're having a party. All of you are embarrassed, but you are still mad at her for last weekend when she drove to a party and left all of you stranded when she got drunk and went off with her boyfriend.

Rank all five friends from 1-5:

Alice ___

Betty ___

Carol ___

Diane ___

Evelyn ___

Activity 78
LABELING

Purpose: To explore the impact of labeling on peer relationships and communication. (Objective #1)

Materials: Milk carton with juice in it, can of soup with nothing in it, a candy bar wrapper with paper in it, and index cards.

Time: 30-45 minutes.

Procedure: Place the milk carton, can, and candy bar wrapper on a desk. Point to the milk carton and ask a volunteer the following questions:

What is this?
How do you know?
What does the label say?
What is inside?

Briefly do the same with the other objects. In this demonstration, the labels are misleading.

Discussion Points:

1. Do we ever use labels with people?
2. What purpose does a label serve?
3. List some of the labels we give to people (creep, stud, queer, preppie, nerd, jerk).
4. What does "creep" mean to different people in the group? What about "stud" or "preppie"?
5. Can a label ever be good?
6. How might labels interfere with forming relationships and communicating?

Activity 79
WHAT'S IMPORTANT IN A FRIEND?

Purpose: To help students become more aware of qualities that they value in friends. (Objective #1)

Materials: Newsprint and marker or chalkboard.

Time: 20-30 minutes.

Procedure: Ask the students to name qualities which are important in a best friend. List answers on newsprint or a blackboard. Ask the group to vote on which of the qualities is most important, which is second, and which is third.

Now ask them to identify qualities that are important in a boyfriend or girlfriend. Again have them vote to establish the three most important qualities.

Discussion Points:

1. Which qualities were mentioned most often? Why?
2. Are the qualities for the girlfriend/boyfriend different from the qualities listed for a platonic friend? How? Why?
3. Do you possess any of the qualities you listed as important?
4. Are there some qualities that are important to you now that were not a few years ago?

Activity 80
DEFINING LOVE

Purpose: To help students explore attitudes about male/female romantic relationships. (Objective #2)

Materials: Blackboard and chalk.

Time: 20 minutes.

Procedure: During adolescence and adulthood, people usually look for someone to love. Understanding what constitutes love, however, is a difficult task. Explain to the class that three types of relationships will be discussed today: "friendship," "infatuation," and "love."

Write the three words on the blackboard. Have students create definitions for each word.

Explore differences between "infatuation" or "falling in love" (chemistry, "I need" feelings) and the hard work of "being" in love (deciding on things you want to do together and establishing common goals, values, and friends).

Discussion Points:

1. How many of you have platonic friendships with members of the opposite sex?
2. Are these friendships more or less difficult to maintain than same-sex friendships?
3. How do you know whether you are interested in someone as a friend or as a romantic partner?
4. Has this ever changed over time, that a friendship has turned into a romance or vice versa?
5. How can you tell if you are really in love?
6. How is love different from infatuation?
7. Is infatuation normal in adolescence?
8. Can two people love each other without having sex?

Activity 81
DISCUSSION ABOUT DATING

Purpose: To explore attitudes about dating. (Objectives #1, 2)

Materials: None.

Time: 30 minutes.

Procedure: In a large group or in small groups, use the following questions to facilitate discussion. Allow the group to lead as long as they stay on target.

Alternative Procedure: Ask a group of adults -- senior citizens, foster grandparents, teachers, or parents -- to attend the class for this session. It is important that the adults be outgoing and willing to share their attitudes and experiences. Tell students that they can ask the panel any questions they like about dating and relationships. Of course, the adults always have the right to pass. You may want to distribute sample discussion questions.

Discussion Points:

1. When is a person old enough to date or "go out"?
2. Do you think parents and teenagers agree on the age teenagers should be allowed to date?
3. What do teenagers do on a date?
4. Who should take responsibility for planning and paying for dates?
5. What can a couple do if they have different ideas about what to do on a date?
6. Is a date different from a friend?
7. How does a person decide whom to go out with?
8. Ask the guys: How would you react if a girl you know only by sight came up to you after class and asked you to go to the movies on Friday night?
9. Ask the girls: Would you feel comfortable asking a guy you know only by sight to go to the movies on a Friday night? Why or why not?
10. If a guy pays for a date, does he expect something in return? What do girls think guys expect. What do guys really expect?

Activity 82
BOY MEETS GIRL

Purpose: To determine the verbal and nonverbal cues for developing relationships (Objective #1)

Time: 20 minutes.

Materials: None.

Procedure: Ask the groups to brainstorm possible ways:

- to develop friendships with the opposite sex
- to ask someone for a first date
- to meet a boy or girl at a party
- to meet someone you see at a drugstore.

Discussion Points:

1. What are some nonverbal ways to develop relationships (the way you look at someone, bright eyes, smiling, winking)?
2. What are other clues?
3. How do you know that a boy or girl is interested in you?
4. What does it mean to get turned down?
5. How would you handle turning down someone?

Activity 83
FILM: THE DATE

Purpose: To identify pressures often experienced in dating situations. To explore attitudes about dating. (Objectives #1, 2, 3)

Materials: 16mm projector and film:
"The Date" [Little Red Film House].

Time: 40 minutes.

Procedure: Before showing the film, have each student take out a sheet of paper and answer the following questions. Explain that they will not have to share their answers.

1. What benefits do you expect from dating?
2. When should young people be allowed to start dating?
3. What behaviors are acceptable on a first date? After 3 months of steady dating?

Show the film. After the film, ask students to identify the overt and subtle pressures that both males and females in the film experienced. List these on the blackboard.

Discussion Points:

1. How were the pressures different for Rob than for Laurie?
2. What could Laurie have done to improve her situation?
3. How would you evaluate communication between Rob and Laurie?
4. How could they improve their communication?

Activity 84

RELATING TO THE OPPOSITE SEX

Purpose: To explore ways to initiate and develop relationships. (Objective #1)

Time: 20-30 minutes.

Materials: None.

Procedure: Divide students into small groups. Read the following situations and have them discuss each for 5 minutes. After each situation, bring up the relevant discussion questions.

1. Mike is at a party and sees a girl that he likes. Should he:

    a) catch her eye
    b) ask her to dance
    c) walk up and start a conversation
    d) ask a friend to introduce him to her
    e) other

2. Donna has been seeing a boy that she likes for the last 2 months. Today she saw him eating lunch with another girl. Donna feels jealous. Should she:

    a) ask him about the lunch
    b) accuse him of dating someone else
    c) break up with him
    d) go out with another boy
    e) other

3. Jeff is going out with a girl that he likes very much and wants to have sex with. Should he:

    a) ask her to have sex with him
    b) start kissing, etc.
    c) tell her how he feels and discuss her feelings
    d) other

Discussion Points:

1. In situation #1, what choice did you think was best?
2. What would probably happen?
3. What's the worst that could happen?
4. If Mike did decide to start a conversation, what might he say?
5. What is it like to get turned down?
6. In situation #2, what choice did you think was best?

7. What real information did Donna have?
8. How could she find out the truth?
9. How do you develop trust and open communication with someone?
10. In situation #3, what choice did you think was best?
11. If Jeff decided to talk with his girlfriend, what might he say? What should they consider before deciding to have sex together?

Activity 85
THE IDEAL RELATIONSHIP

Purpose: To help students evaluate the qualities of relationships that are important to them. (Objectives #1, 2)

Materials: Newsprint and marker or blackboard and chalk.

Time: 30-50 minutes.

Procedure: Ask students to name qualities that are important in interpersonal relationships. List answers on newsprint or a blackboard.

Now ask students to take out a sheet of paper and write a description of their ideal romantic relationship.

- What would the person be like?
- How would they spend their time?
- How would they treat each other?

Remind students that this is supposed to be a description of what they would like, not what they think is realistic.

Ask students to put their gender (male or female) in the upper right hand corner, but not their names. Collect the papers, read a few of them, and discuss.

Alternative Procedure: Divide class into small groups. Ask individuals to share their ideal relationships in the small group.

Discussion Points:

1. What qualities in a relationship were mentioned most often? Why?
2. Are the ideals from females different from those from males? How? Why?
3. How realistic do you think the fantasy relationships were?
4. Think back to your own fantasy relationship. What would you be willing to compromise?

Activity 86
WANT AD

Purpose: To help students define their ideas of an ideal relationship or the ideal mate. (Objectives #1, 2)

Materials: Paper and pens.

Time: 20-40 minutes.

Procedure: Ask students to write a classified ad searching for the perfect person with whom to have a relationship. Give the following as an example of a want ad:

> Black female, 16, enjoys tennis, jogging, and movies. Looking for Black male, 16 or older, preferably tall, slim, handsome, smart, sensitive, who enjoys similar activities. No smoking or drugs, please.

Compare similarities and differences in want ads.

Discussion Points:

1. What quality was mentioned most frequently? Why?
2. How often were the following mentioned? Why?

- appearance
- access to money
- moral values (drugs, sex)
- his or her friends
- religion
- race
- family background
- intelligence
- reputation (sports, crime)
- sense of humor
- fun-loving
- education
- sensitivity

Optional Homework: Instruct students to show the ad to their parents and talk about what they would have written as teenagers. At the next class session, spend 10-15 minutes discussing how their parents' ads differed from their own.

Activity 87
ATTITUDE ASSESSMENT

Purpose: To help students confront their attitudes about various relationships. (Objective #2)

Materials: Handout 27, "Attitudes Toward Relationships."

Time: 20-50 minutes.

Procedure: Distribute the handout and give students 10 minutes to complete it. When they have finished, divide them into small groups to discuss their responses. Remind students that they do not have to discuss anything they would prefer not to.

Alternative Procedure: Distribute the handouts and ask students to complete them in time for the next session. Tell them they will be discussing their responses in small groups, although they will not have to discuss anything they would prefer not to.

Discussion Points:

1. Did you learn anything new about your attitudes?
2. Do you think your attitudes are more liberal or more conservative than your peers?
3. How do your attitudes compare with your mother's or father's attitudes? Your sibling's attitudes?
4. Who or what has had a great impact on your attitudes?

Handout 27

ATTITUDES TOWARD RELATIONSHIPS

Circle the number that most closely defines your attitude toward each statement.

1 = disagree strongly
2 = disagree somewhat
3 = neutral
4 = agree somewhat
5 = agree strongly

		disagree strongly	disagree somewhat	neutral	agree somewhat	agree strongly
1.	In choosing a date, looks are very important to me.	1	2	3	4	5
2.	Appearance is more important than personality.	1	2	3	4	5
3.	It's okay to talk about sex on the first date.	1	2	3	4	5
4.	It is important for a woman to be a virgin when she gets married.	1	2	3	4	5
5.	Most guys know all about sex before they are 16.	1	2	3	4	5
6.	It's nice for a female to ask a male for a date sometimes.	1	2	3	4	5
7.	Two women can be closer friends than a man and a woman can.	1	2	3	4	5
8.	Two men can be closer friends than a man and a woman can.	1	2	3	4	5
9.	A partner's looks are more important to men than to women.	1	2	3	4	5
10.	Most teenagers like to follow the crowd instead of doing what they think is best.	1	2	3	4	5
11.	Using birth control means a woman plans to have sexual intercourse with lots of men.	1	2	3	4	5
12.	Age 18 is a good age to get married.	1	2	3	4	5
13.	Personality is more important than intelligence.	1	2	3	4	5

		disagree strongly	disagree somewhat	neutral	agree somewhat	agree strongly
14.	Getting pregnant proves that a woman is in love with a man.	1	2	3	4	5
15.	It is okay for a man to force a woman to have sexual intercourse if she has led him on.	1	2	3	4	5
16.	If a woman really likes a man, she will have sexual intercourse with him.	1	2	3	4	5
17.	If a man really likes a woman, he will have sexual intercourse with her.	1	2	3	4	5
18.	There should be different standards of behavior for teenage men and teenage women.	1	2	3	4	5
19.	Males talk more about their dates with their friends than females do.	1	2	3	4	5

Activity 88

GENDER AND RELATIONSHIPS: WHAT'S IMPORTANT

Purpose: To allow students to explore similarities and differences between male and female perceptions of relationships with the same and the other sex. (Objective #2)

Materials: Newsprint and magic markers.

Time: 20-40 minutes.

Procedure: Divide students into small same-sex groups. Ask participants to list on newsprint the five most important qualities they look for in a male and the five most important qualities they look for in a female. Have each group select a recorder. You will end up with four composite lists which may be placed on newsprint for class display:

- What males look for in females
- What males look for in other males
- What females look for in males
- What females look for in other females.

Discussion Points:

1. Do males and females have the same standards for evaluating males? For evaluating females?
2. How do males and females differ in their views of what is important in the opposite sex?
3. What seems to be important in relationships with the same sex?
4. How do you account for differences in the lists? Similarities?

Activity 89
MALE/FEMALE RELATIONSHIPS

Purpose: To help students identify qualities that they value in the opposite sex. (Objectives #1, 2)

Materials: None.

Time: 30 minutes.

Procedure: Explain to students that you want them to participate in a fishbowl exercise. In a fishbowl exercise, one group forms an inner circle to discuss a particular issue. The other people in the class form a circle around the group in the inner circle. The people in the outer circle are not allowed to talk during the discussion.

Have the males form one group, females another; the two groups will take turns discussing a topic in the inner circle. Flip a coin to decide which group will go into the inner circle first.

State that the topic of discussion is "what you don't like about members of the opposite sex." Facilitate a discussion with the first group to develop a list of characteristics or behaviors that bother them about the opposite sex. After about 5 or 10 minutes, ask them to respond to the following question: "If you had a magic wand and could change one thing about the other sex, what would that be?" After they have responded to that question, ask the outer group if they can understand what the inner group is saying. Encourage communication and understanding.

Now repeat the entire process with the other group in the inner circle.

Discussion Points:

1. Are there any issues that men and women seem to see differently in our class?
2. Boys, could you understand any of the girls' concerns?
3. Girls, could you understand any of the boys' concerns?

Activity 90
GENDER ROLE CASE STUDIES

Purpose: To help students examine how gender roles affect the ways people react in relationships with others. (Objectives #1, 2)

Materials: Handout 28, "Sample Case Studies."

Time: 30-40 minutes.

Procedure: Distribute the handout. Divide the class into small groups and ask each group to choose a recorder. Have students take turns reading a situation out loud and answering these two questions:

- How would you react to this situation?
- How would people have reacted to this situation 20 years ago?

Every few minutes, remind the groups to move on to another "case study." After 20 minutes, reconvene the groups to discuss how they reacted to the situations.

Discussion Points:

1. Ask for volunteers to explain why they reacted the way they did and how they thought people would have reacted to the situation 20 years ago.
2. What is the difference?
3. What do you think has caused the change?
4. How have changing gender roles affected relationships between men and women?

Homework: Ask students to share their perceptions of the way people would react to these situations in the 1960s with their parents and to get their parents' reactions to the situations. Discuss the activity during the next class.

Handout 28
SAMPLE CASE STUDIES

1. Mike is about to ask Laura out for the first time. He would like to go out for pizza and then to a movie. Mike thinks Laura should share in the expenses. What should he do? When should he do it?

2. Jennifer has been interested in Bob for the last few months. She thinks he might have an interest in her (she picked up some subtle hints), but he seems too shy to ask her out. She has thought about calling him and asking him to go to a movie, but she's afraid of being pushy. What will happen if she asks him out?

3. Janet and Ross have been married for 10 years. Janet has not worked since she has been married. However, now that her children are in school, she has decided to get a job. Ross does not approve. What should Janet do?

4. John has just been approached by a woman at a party. She seems nice. She asked him to dance several times and asked him to go home with her at the end of the party. Although he likes her, he doesn't feel quite ready to go home with her and face the possibility of a sexual relationship. On the other hand, he doesn't want to appear to be a "sissy." What should he do?

5. Males: Your wife is a business executive. She was just offered a job that pays more than you make, one that will require her to travel. How would you react to that? How would you react if you had to assume the primary responsibility for child care while your wife traveled?

   Females: You are a business executive. You are offered a job that pays more than your husband's job pays, a job that will require you to travel. How would you react to that? How would you feel about your husband assuming primary responsibility for child care while you traveled?

Activity 91

RELATIONSHIP/MARRIAGE CONTRACT

Purpose: To help students identify their personal expectations and needs in a relationship or marriage. (Objective #1)

Materials: Handout 29, "Relationship Contract" or Handout 30, "Marriage Contract."

Time: 45 minutes.

Planning Note: Teachers have found that this activity is most appropriate with older, more mature adolescents. The "Marriage Contract" explores students' expectations for a permanent relationship like marriage, with the two people living together. The "Relationship Contract" explores their expectations for a close relationship where the two people live separately.

Procedure: Distribute a handout to each person. Explain that many people enter into relationships without discussing their personal expectations and needs. This activity enables the student to state feelings and needs in a hypothetical situation.

Have students pair with someone they don't know very well, preferably of the opposite sex. If this is not possible, have students pretend they are reporters interviewing each other. (Otherwise, the same-sex pairs may feel self conscious doing this kind of activity together.) Each person is to verbalize his or her responses to the questions. The partners should ask questions to help clarify the other person's needs and expectations in a relationship. Each person should record his or her responses in the appropriate space on the contract.

Give the dyads about 20-30 minutes to complete the activity. Warn them when they have only 5 minutes left. When time is up, bring them back to the large group to discuss the following points.

Discussion Points:

1. What did you learn about yourself through this exercise?
2. How did your responses compare to your partners?
3. How easy or difficult would it be to communicate such things to a partner?
4. What could be gained by communicating your needs and expectations?
5. Should people live together before they get married? What would be the advantages and disadvantages?
6. For what reasons should a person get married?
7. How does a person know when he or she is ready to get married?
8. What are some of the problems that might arise in a marriage?
9. What are the differences between traditional marriages and modern marriages?

Handout 29
RELATIONSHIP CONTRACT

Leisure Time

1. How much time would you like to spend with a partner?

2. Who decides what to do?

Affection

1. How much affection do you want (holding hands, kissing, etc.)?

2. Should affection be restricted to private times or is it okay in public? At school?

3. What would you do if your partner wanted more or less affection? How much could you compromise?

Status of Relationship

1. Do you want a steady (not seeing anyone else) relationship?

2. Are you and your partner free to have other friends outside the relationship (same sex? opposite sex?)

3. With friends of the same sex?

4. With friends of the opposite sex?

5. What is to be the extent of these relationships?

6. How involved would you want to be with each others' friends?

7. How involved would you want to be with each others' families?

Sexual Relationship

1. How would you decide whether or not to include sex in the relationship?

2. If you decided to include sex, who would take responsibility for birth control?

Finances

1. Who would pay for dates?

Other Considerations

1. To you, what are the most important ingredients in a relationship?

2. In a relationship, what kinds of things make you angry? How do you deal with your anger?

Handout 30
MARRIAGE CONTRACT

Name

1. Will you both keep the same names?

   Or will one or both change names? If there is change, should the wife take her husband's, the husband take his wife's, both take a hyphenated name, or both take a new name?

2. If there are children, what will their surnames be?

Household Duties

1. Who will do chores?

Leisure Time

1. Should evenings and weekends be spent together?

2. Who should decide what to do?

3. How often should you have vacations?

4. Should vacations always be spent together?

Living Arrangements

1. What kind of home would you want?

2. What kind of privacy do you need?

3. Do you want to live with others (relatives, boarders, friends)?

4. What will you do if your spouse gets a great job offer in a different state?

Money

1. Will both partners be wage earners?

2. How will you handle finances if both are earning wages?

3. How will you handle finances if only one is earning?

Affection

1. How much affection do you want?

2. How will you handle it if your partner wants more or less?

Sexual Relationship

1. What's your stand on monogamy? Do you want it for the wife? Do you want it for the husband?

2. Who should initiate sex?

3. Who should take responsibility for birth control?

Children

1. Do you want children?

2. How many do you want?

3. When?

4. Would you consider adoption if you couldn't have a child biologically?

5. Who will take primary responsibility for raising the children? (Both or one more than the other?)

6. Should one partner quit a job?

Other Relationships

1. Are you and your partner free to make relationships with other people?

2. With others of the same sex? The opposite sex?

3. What is to be the extent of these relationships?

4. Will you include each other in these relationships?

Other Considerations

1. To you, what are the most important ingredients in a relationship?

2. What could happen to cause a divorce?

Activity 92
DECISIONS ABOUT RELATIONSHIPS

Purpose: To help students recognize feelings and characteristics of their relationships. (Objectives #1, 2, 3, 4)

Materials: Handout 31, "Decisions About Relationships."

Time: 25-40 minutes.

Procedure: Tell students you will give them a number of situations. They should determine if there is a conflict of values and then use the decisionmaking process to offer advice to the characters. Deal with one of the situations with the entire group to give students an idea of how to proceed, then divide the students into small groups. Give each group a copy of the handout. Have the groups repeat the process with each remaining situation. A recorder should keep notes in each group.

After about 15 minutes, bring the groups back together and give each group an opportunity to report. Ask volunteers to create I-Messages that would be appropriate for each situation.

Alternative Homework: Give each student a copy of the handout to take home. Ask them to talk about the situations with either mother or father, to discuss how their parent might handle the situation and whether she or he had to deal with any similar dilemmas at the same age.

At the next class session, allow 15-20 minutes to discuss students' responses to the situations and their discussions with their parents.

Discussion Points:

1. How many of you used the formal decisionmaking process?
2. Was it helpful?
3. Were these situations realistic?
4. How would you handle yourself if you were in any of these situations? Would you handle it differently from the way your group decided?

Handout 31

DECISIONS ABOUT RELATIONSHIPS

Directions: These situations describe people your age who have to make decisions about their relationships. Each case involves a conflict of values. Start by thinking about the different influences on the people. Then explain the conflict of values and tell what you would decide in each situation.

Remember, there are no easy answers to situations like these. People must make their own decisions, based on their own values and other considerations.

1. Mel and Janice like each other a lot. Mel is 18 and Janice is 13. Janice's mother thinks Janice is too young to go out with Mel. In spite of her mother's feelings, Janice still wants to see Mel. What should Mel do?

2. Charles is going out with both Linda and Susan. He likes Linda a little more than Susan, but he likes Susan too. Linda is very jealous of Susan. Linda wants Charles to go out only with her. What should Charles do?

3. Joan has gone out with Bob a couple of times. She likes Bob as a friend but not as a serious boyfriend. One night Bob asks Joan to be his girlfriend. She is afraid that if she says "no," Bob will feel rejected and stop asking her out. What should Joan do?

4. Tyrone has been going with Sandra for about a year. He likes her a lot even though she has not been willing to have sex with him. Tyrone knows that Sandra really likes him too but that she doesn't think she is ready to have sex yet. His friends are starting to ask Tyrone a lot of questions about his sex life with Sandra. What should Tyrone do?

5. Evan and Charice have been going together for about 6 months. When they got together they both agreed that they would only see each other. Last night Evan found out that Charice had gone out with another guy. When Evan confronted Charice, she admitted going out with someone else but said that it didn't mean anything. What should Evan do?

6. Tony and several of his friends are at a party together. After about an hour a very attractive girl asks Tony to dance. During the dance she lets Tony know that he could come to her house and have sex with her. Although Tony thinks she is attractive, he doesn't particularly want to have sex with her. His friends think he should definitely do it. What should Tony do?

7. Write a situation of your own in which someone must make a decision about a relationship.

Activity 93
SHARING IN RELATIONSHIPS

Purpose: To help students explore the appropriateness of discussing certain issues with people in their lives. To help students consider how much sharing they will do in various relationships. (Objectives #2, 3)

Materials: None.

Time: 25-30 minutes.

Planning Note: Some students in your class may be actually experiencing one of the problems this activity addresses. If so, make yourself available to students after class.

Procedure: Tell the class that there are certain things people tell only to their family or close friends, other things they may not tell anyone. Sometimes it is only comfortable to talk to a professional such as a counselor or doctor.

Ask them to think about the people in their lives -- family members (parents, siblings, other relatives), close friends, casual friends, helping professionals (teachers, counselors, doctors). Of all these people, with whom would they discuss the following issues? Stress that in this class, it is appropriate to discuss attitudes and opinions but not personal sexual experiences.

Whom would you tell:

1. Whom you voted for in the last school election?
2. Whether or not you've ever had sex?
3. Your method of birth control?
4. That you thought you had a STD?
5. What career you hope to have?
6. That a close relative is an alcoholic?
7. That you are in love?
8. That you've been sexually abused?
9. That you failed an important test?
10. That you got accepted to your first-choice college?

Discussion Points:

1. Whom did you think you would talk to most often?
2. What kind of relationship do you need to have with someone to talk about important things?
3. What kind of issues are most private to you?
4. Are there any issues that you can't discuss with anyone?
5. What might be the consequences of sharing personal information with people you don't know well?

Activity 94
CONFLICT RESOLUTION

Purpose: To help students recognize their contribution to a problem. To help students develop ways of resolving conflict in relationships. (Objectives #1, 4)

Materials: Blackboard and chalk.

Time: 10 minutes first class, 30 minutes second class.

Procedure: At the end of a session, ask students to think of one recent conflict with a peer and another with a parent and to write them down on paper. Tell them that you are going to collect the examples and read some out loud during the next class. Ask them to try to remember the exact conversation.

Select a few examples to read to the class: at least one with a peer and one with a parent that lend themselves to alternative solutions; another two that appear difficult to resolve.

Read one of the easier "peer" examples to the class. Write on the board a few alternatives that might have resolved the conflict and that demonstrate better outcomes for the student. Ask students to respond.

Do the same with the easier "parent" example. If students have trouble with the alternatives, give a few more examples. Encourage them to give suggestions.

Next, present the more difficult situations. Ask students for alternatives. Point out to students that it is almost inevitable that there will be times when their parents simply won't let them do what they want to do or times when peers will behave unreasonably. When they feel they are getting into a conflict, they should try to step outside themselves and think about what they could possibly gain from allowing the conflict to escalate. If they will lose more by fighting, why not try to minimize the damage?

Discussion Points:

1. Discuss the difference between unassertive behavior and reasonable resignation.
2. While empathizing with students, remind them that they are still in a situation where parents, teachers, and others are in a position of authority, even if students feel they are unreasonable. Point out to them that adults have the same dilemmas. A boss may be unreasonably demanding, but if an employee yells and screams, he or she might lose the job.
3. In conclusion, have students list situations or behaviors of theirs that often lead to conflict or that particularly irritate their parents. How would they feel about altering their behavior or avoiding these situations?

Activity 95
FILM: PEER CONFLICT

Purpose: To practice conflict resolution with peers. (Objectives #1, 4)

Materials: 16mm projector and film:
"Face to Face" [Agency for Instructional Television].

Time: 35-50 minutes.

Planning Note: Before showing any film to your students, preview the film yourself and obtain approval from the administrator.

For guidelines on selecting and using films in sexuality education and a brief description of each film mentioned in this curriculum, see Appendix B.

Procedure: Either show the film or write the situations listed below on the blackboard. Pair students. Ask them to pretend that they are the two friends who have had a serious conflict and to attempt to resolve the conflict using effective communication and negotiation skills.

Mike and Ricky are good friends, although they are very different. Mike thinks he is very cool. He is often late for school, basketball games, and dates because he likes to hang around a lot. Ricky is more quiet and serious. Last week Mike announced to Ricky that they were going to double date with two girls who were sure to "put out." Ricky feels pressured and doesn't want to double date.

Frank and Sandy have been seeing each other for a couple of months. It is Friday night and they are supposed to be going to a movie. Sandy didn't want to go, but Frank insisted. Frank hasn't shown up, and Sandy is angry.

Rosalyn and Joan are good friends. At a party last weekend they both met Tom. Rosalyn danced with him a lot at the party and told Joan that she would like to go out with him. After the party, in spite of her friend's feelings, Joan made several attempts to go out with Tom. Rosalyn has just found out and is angry.

Joanne and Marsha are working on a very important school project together. Recently, Marsha has been doing less and less work on the project and Joanne is getting angry.

Discussion Points:

1. How does it feel to be in conflict with a friend?
2. How have you handled these situations in the past?
3. Will you handle conflicts with friends any differently now?

Activity 96
EXPLOITATION

Purpose: To help students become more aware of various types of exploitation. (Objective #5)

Materials: Blackboard and chalk.

Time: 30-45 minutes.

Procedure: Introduce the topic of exploitation. Ask students if they can give a definition. According to Webster's New Collegiate Dictionary (1974), exploitation is the "unjust or improper use of another person for one's own profit or advantage." Ask students to list examples of exploitation in the following areas:

- employment
- sexuality
- family relationships
- peer relationships.

Examples of exploitation in employment might be sexual harrassment and the hiring of minors at less than minimum wage.

After brainstorming examples of exploitation in each category, discuss the following points. Stress that it is wrong to exploit others.

Discussion Points:

1. How do you think it feels to get exploited? Discuss the possible physical and psychological impact of various forms of exploitation.
2. What situations might lend themselves to exploitation?
3. Why do people exploit one another?
4. How can someone get out of an exploitive situation?

Activity 97
DATING PRESSURES

Purpose: To identify dating situations that cause anxiety or may lead to self-destructive or exploitive behavior. To practice assertiveness skills (Objectives #3, 4, 5)

Materials: Index cards, pencils, and a paper bag.

Time: 30-45 minutes.

Procedure: Pass out index cards. Ask students to identify and describe on the card a pressure situation in dating, either a personal situation or one that they have heard about from a friend, in a book, on television, etc. Make sure that students don't put their names on the cards. Have the students drop the cards in a paper bag.

Take the cards out of the bag and mix them up. Divide students into small groups of four or five and give each group several cards to read and discuss. Ask one student in each group to record group members' suggestions for handling each situation. After about 15 minutes, ask each group to report on the situations that they discussed and their suggestions for handling them.

After each group has reported, ask them to pick one of the situations to roleplay. The situation should involve one person feeling pressure to do something that he or she doesn't want to do. Two people will participate in the roleplay and the remaining group members will observe. The two participants should use I-Messages and other assertiveness skills to resist pressure during the roleplay. After about 5 minutes, have the small groups discuss the roleplay.

Discussion Points:

1. Which dating situations seemed most difficult?
2. Did any seem exploitive?
3. How did the roleplay participants handle the various situations? How did it feel?
4. Is it easy or difficult to assert yourself in that kind of situation?
5. What is the worst that could happen?

Activity 98
FILM: ACQUAINTANCE RAPE PREVENTION

Purpose: To help students become more aware of the prevalence of acquaintance rape and to consider ways to prevent it. (Objectives #3, 5)

Materials: 16mm projector and film:
"The Party Game," "The Date," "Just One of the Boys," and "The End of the Road" [ODN Productions].

Time: 40 minutes per film.

Planning Note: Before showing any film to your students, preview the film yourself and obtain approval from the administrator.

For guidelines on selecting and using films in sexuality education and a brief description of each film mentioned in this curriculum, see Appendix B.

Procedure: Introduce the film series; explain to students that the films show how poor communication, peer pressure, and gender role stereotyping can influence a person to exploit someone else or allow him or herself to be exploited. In this instance we are talking about rape. Give a definition of rape. Explain that most rapes occur between persons who know one another. Dispel the myth that the rapist is a weird stranger who attacks only at night.

Prepare students for the fact that the films are quite powerful and contain some violence. They will not see an actual rape.

Show the first film, "The Party Game." After the film, allow the students to express any feelings that they experienced during the film. Divide students into small groups and ask them to think of the communication errors that the young couple made. Have them create I-Messages that the woman could have used at various points to communicate more effectively. Make it absolutely clear, however, that the woman was not responsible for being raped.

Show the next three films on the following three class periods. Devise a list of discussion questions for each film. The Acquaintance Rape Prevention Films come with a set of questions and activities that can be conducted in the classroom.

Discussion Points:

1. Could any of the rapes have been avoided?
2. Could more assertive and effective communication possibly have helped to prevent the rape situation?
3. Emphasize that rape is wrong.

UNIT VIII

ADOLESCENT PREGNANCY AND PARENTING

Overall Goal

To encourage students to avoid unwanted pregnancies by helping them to understand the realities of adolescent pregnancy and parenting. To help students consider the options for handling an unplanned pregnancy.

Rationale

Even though most of the students will have children some day, few have a realistic sense of what it takes to be a parent. This unit will help students 1) increase their understanding of the responsibilities they would be accepting in becoming parents and 2) become more aware of the physical, social, and psychological impact of undertaking pregnancy and parenting while adolescents.

Behavioral Objectives

Students will:

1. Identify the needs of young children and the responsibilities of parenthood.
2. Become more aware of their own attitudes about parenting.
3. Identify the physical, social, and emotional impact of pregnancy and parenting during adolescence.
4. Be able to apply the decisionmaking process to the dilemma of unplanned pregnancy.

UNIT CONTENTS

Activity Number and Name		Time Required (Min.)	Objectives to Be Achieved	Recommendations for Planning
99	Values Voting	10-15	#2, 3	Conduct one or more to help students explore their attitudes about and readiness for parenting.
100	Egg Babies	15, 30	#1, 2	
101	Are You Ready for Parenthood?	20-30	#1	
102	Homework: Parent Interviews	15, 25	#1-3	Designed to give information about the responsibilities of parenting.
103	Cost of Parenting	25-40	#1, 3	
104	Adolescent Pregnancy and Parenting	30-45	#3	Decisionmaking about adolescent parenting.
105	Deciding Whether You Want a Baby	20-35	#2, 3	
106	Film: Teenage Parenting	40-50	#2, 3	
107	Film: Teenage Pregnancy	40-50	#3, 4	Designed to apply the decisionmaking process to unplanned adolescent pregnancy.

Activity 99
VALUES VOTING

Purpose: To help students discuss their attitudes about parenting. (Objectives #2, 3)

Materials: Floor space and Handout 32, "Values in Parenting."

Time: 10-15 minutes per statement.

Procedure: Explain to students that the following exercise is designed to explore opinions about parenting. Explain that it involves volunteers whose task will be to agree or disagree with statements about parenting. Afterwards, the class as a whole will discuss the statements. Emphasize that there are no right or wrong answers, only opinions. Everybody has a right to take a turn expressing his or her own opinion, as long as no one is put down for expressing a different opinion.

Ask for five volunteers. Explain that the volunteers will be given a statement with which they can either agree, disagree, or pass. Designate different parts of the room for those who agree, for those who disagree, and for those who are unsure. Explain to the rest of the class that while the volunteers are sharing, the others of the class should remain quiet, since peer pressure can interfere with the freedom a student feels to express his point of view.

Present the statements one at a time. Allow about 5-10 minutes to discuss each statement. Give each volunteer an opportunity to share and explain his or her opinion, then open up the discussion to the rest of the class.

Alternative Procedure: Have all students participate in the activity. After you read each statement, ask students to vote with thumbs up if they agree, thumbs down if they disagree, and arms folded if they aren't sure.

Discussion Points:

1. How does someone learn to be a good parent?
2. Do you want to be a parent? When?
3. Before you decide to become a parent, reconsider the issues we discussed today.

Handout 32

VALUES IN PARENTING

1. Caring for children is, for the most part, a tedious and boring job.
2. A good reason for having children is that they can help when parents are too old to work.
3. Most married couples would be happier if they did not have any children.
4. It is important to have children so that the family traditions will live on.
5. It is only natural that a man should want children.
6. A woman is not complete if she does not have a child.
7. All the effort parents make for their children is worthwhile in the long run.
8. Having children makes a stronger bond between husband and wife.
9. It is the parents' fault if their children are not successful in life.
10. Children limit you in what you want to do and where you want to go.
11. A person who decides not to have children is selfish.
12. Having children causes many disagreements and problems between husband and wife.
13. A child gives a person a reason to live, someone to love and be needed by.
14. A teenage girl who wants a lot of attention from friends and family ought to consider having a baby.

Activity 100
EGG BABIES

Purpose: To give adolescents the opportunity to be a "parent" with some of the responsibilities that accompany that position; to facilitate discussion about parenting. (Objectives #1, 2)

Materials: Hard-cooked eggs, one for each student.

Time: 15 minutes first day, 30 minutes second day.

Planning Note: This is an ideal activity for involving parents. Send a note home to parents explaining the activity and asking parents to help students take the activity seriously. Parents can also take this opportunity to discuss parenting with their children.

Procedure: Give each adolescent an egg and explain that the egg represents a child under the age of 1 year. Ask the adolescents to draw a face on their eggs. Tell them that they are responsible for total care of the "egg child" for 3-7 days. Establish the following points and ground rules:

1. They must have the egg in their possession for 24 hours a day unless they arrange for an "eggsitter." Determine a going rate for "eggsitting" services and encourage students to actually pay (or at least record the hours and costs of) "eggsitters" for dates, weekend activities, etc. They may not take the egg child to school.

2. Every 4 hours they, as "parents," must spend a minimum of 15 minutes holding the egg to simulate feeding times. Babies usually eat every 4 hours through the night also, although parents may choose to waive this night feeding.

3. "Egg children," like real children, should not sleep in the icebox or on a table but in an appropriately safe place of their own.

4. Consider the cost of medical care if the egg becomes cracked or broken. Sometimes, eggs are born cracked. "Parents" of such eggs should investigate the cost of services for special needs.

5. Eggs should be bathed daily; their diapers need to be changed every 2 hours or so.

At the end of the 3-7 days, discuss their experience.

Discussion Points:

1. How did you feel about having to take care of a "child" all the time?
2. If you had trouble getting an "egg sitter," how did this make you feel?
3. What are some of the special concerns of working parents?

Activity 101
ARE YOU READY FOR PARENTHOOD?

Purpose: To help students identify the characteristics necessary for responsible parenting. (Objective #1)

Materials: Handout 33, "Facts About Me."

Time: 20-30 minutes.

Procedure: Give a copy of the handout to each student and ask everyone to complete the questionnaire. Do not explain that the questions are related to their readiness for parenthood. When students are finished, ask them to add up their yes and no answers.

Now ask the class to identify those characteristics that are probably important in being a responsible parent. If time allows, discuss each statement separately. Discuss the impact on children if parents are continually away from home or are continuously angry or frustrated.

Discussion Points:

1. What basic needs do children have that parents must fulfill?
2. What are the characteristics of "good" parents?
3. What are mistakes that some parents make?
4. If some students' questionnaires reflect readiness, discuss their reasons. Ask them to think seriously about whether the "readiness" will continue for a number of years.

Homework: Ask students to talk with their parents about some of the adjustments they had to make after the birth of their first child. Tell students to make a list of the adjustments to bring to the next class.

At the next class session, spend 10-15 minutes making a list of adjustments and discuss those that students were surprised to hear about.

Handout 33

FACTS ABOUT ME

Directions: Read each statement and mark it yes or no; mark yes if the statement describes how you are on most occasions.

____ 1. I enjoy my free time so much that I could never give it up.

____ 2. I get angry easily.

____ 3. I must sleep late.

____ 4. I cannot tolerate routines.

____ 5. Much of the time I have serious doubts about myself.

____ 6. I would want my child to be just like me.

____ 7. I can't imagine spending $350 per month on someone else for the next 18 years.

____ 8. I still have years to go before I am fully mature.

____ 9. I don't like sharing my possessions with others.

____ 10. I must be able to go out and do things when I feel like it.

____ 11. Many times I can't control my temper.

____ 12. Children get on my nerves a lot.

____ 13. I feel unprepared to take care of a newborn baby.

____ 14. I need someone else to love me before I can love myself.

Activity 102
HOMEWORK: PARENT INTERVIEWS

Purpose: To help students become aware of decisionmaking around the issue of parenting. To make students aware of the advantages and disadvantages of parenting. (Objectives #1, 2, 3)

Materials: Handout 34, "Questionnaires."

Time: 15 minutes the first day, 25 minutes the next session.

Procedure: Give a questionnaire to each student. Explain that you would like them to identify someone -- a neighbor, a friend of the family, a relative, or a friend who is a parent -- to interview. They are to find out through the interview process how someone else made the decision to have a child and how the decision affected that person's life. Stress that students should pick someone who probably wouldn't be offended by personal questions. They should not try to persuade anyone to participate.

Discussion Points:

1. What were some of the reasons parents gave for having a child?
2. What type of decisionmaking process did they use?
3. What are the different ways that children can affect a person's lifestyle?
4. Did the interview affect your feelings about being a parent? How?

Alternative (50 minutes): Invite a panel of adult or teenage parents to attend your class. Distribute the questionnaires to students. Have students take turns interviewing the panel members.

Handout 34

PARENTING QUESTIONNAIRE

1. Age _____ 2. Sex _____ 3. Number of children ____

4. Age when first child was born _____

5. Number of years between births _____

6. How did you make the decision to have a child?

7. What information or advice did you gather before making the decision?

8. How do you feel now that you are a parent?

9. Would you do anything differently if you could? (Have children earlier, later, or not at all?)

10. How did having a child affect your life?

11. What are the joys of being a parent?

12. What are the negative aspects of being a parent?

13. What advice would you give someone who was considering having a baby?

14. What advice would you give to a teenager who was considering having a baby?

Activity 103
COST OF PARENTING

Purpose: To give students information about the real cost of raising a child. (Objectives #1, 3)

Materials: Handout 35, "Baby's New Year," and lecture notes.

Time: 25-40 minutes.

Procedure: Review the lecture notes. Revise the costs that are listed if they seem off base for your community. Ask students if they know how much it costs to raise a child during the first year of life. (Many will not know.) Distribute the handouts and ask students to divide into small groups to compute the expenses of having a baby during the first year. When groups are finished, review the expenses and provide correct information.

Discussion Points:

1. What do you think about the cost of raising children?
2. Does your family have medical insurance that would cover prenatal care and a hospital delivery?
3. Are there other expenses you would add (baby swings, folding strollers, baby carriers, mobiles)?
3. How much money would a person have to earn to pay these expenses?
4. What would it be like to have to raise a child without enough money?

Lecture Notes for Activity 103
COST OF PARENTING

Mother's Medical Expenses $2,000.00

This is the most costly item in the first year's budget. The $2,000 is based on the mother's obstetrician fee of $800 and a hospital bill of $1100 which includes a 3-day stay in a semi-private room and fees for the delivery room, anesthetist, nursery, routine nursing, etc.

Most people have some form of health insurance. However, insurance policies vary. Some pay most of the maternity cost, but most pay somewhere between one-third and one-half.

You can lower expenses by having a midwife or a resident in a local teaching hospital deliver the baby, staying in a maternity ward, and/or attending a maternity clinic or center which establishes fees according to the individual's ability to pay.

Young adolescents and adolescents who do not receive adequate prenatal care are especially at risk for complications during their pregnancies and deliveries. If any complications do develop, costs will be much higher in both this and the next category.

Baby's Medical Expenses $200.00

The baby's medical expenses are based on $50 for examination by a pediatrician, six routine office visits at $20 each, plus $30 for inoculations. This assumes a well baby who needs no extra visits to the doctor or pharmacy.

Maternity Wardrobe $300.00

The $300 allotted here is for a fairly limited maternity wardrobe. The type of maternity clothes the expectant mother will need depends largely on the weather and her needs. For example, the woman who works through the later months of pregnancy will probably need more variety than is budgeted here. Of course, the cost can be lowered if the mother borrows clothes or obtains them from thrift shops.

Diapers $290.00

This is the estimated cost for the convenience of disposable diapers. You can save money by watching for sales and by shopping for diapers in a discount store. You can save even more money by purchasing your own supply of cloth diapers and laundering them at home. This costs approximately $129 a year and takes more of your time.

Baby's Clothing **$250.00**

When buying baby clothes it is best to look for practical, sturdy, wash-and-wear clothing. You can go below the $250 allotted here if you borrow baby clothes from relatives and friends, shop at discount stores, and buy clothes slightly larger than necessary so they will last more than one season. A baby born in late spring can wear just diapers for several months.

Baby's Food **$590.00**

Although babies do not eat very much, they eat very often. One way you can save money on baby food is by breastfeeding. However, the decision about whether to nurse an infant should be made for other reasons in addition to financial considerations. Many public health departments provide free supplemental food including baby formula to low income families.

Nursery Furniture **$360.00**

The $360 allotted here includes a crib, high chair, dresser/changer, sheets, blankets, pads, baby carriage, infant car seat, and portable bassinet. You can save money by buying used items, borrowing from friends and relatives, or improvising -- using an old table for a changer, for example.

Baby-Care Needs **$75.00**

Baby-care items included here are baby powders and lotions, aspirin, thermometers, bottles, sterilizer, feeding dish, and baby spoon.

Child Care **$2,600.00**

This one large expense will continue for some years if the mother works full-time. The estimated cost is for a private nursery school where the child can stay 8 hours a day, 5 days a week. However, it is still extremely difficult to find convenient, full-day infant programs. Many nurseries won't take children until they are toilet trained. Licensed home day care is available in some areas.

Baby Sitters **$144.00**

This figure is based on $2.00 an hour for 6 hours a month. You will probably want more free time than this figure reflects. Of course, you can save money if you have relatives who are willing to babysit or if you take your child with you.

Baby Pictures **$75.00**

Taking pictures yourself is quite a bit cheaper than hiring a professional photographer. The cost of $75 is for 10 rolls of film (developing included) and an inexpensive camera.

Handout 35
BABY'S FIRST YEAR

MOTHER'S MEDICAL EXPENSES . . . . $
Includes obstetrician's fee and a hospital bill for a 3-day stay in a semi-private room

BABY'S MEDICAL EXPENSES . . . . $
Includes newborn care in hospital, six routine office visits, one emergency visit, and inoculations

MOTHER'S MATERNITY WARDROBE . . . . $

DIAPERS . . . . $

BABY'S CLOTHING . . . . $

BABY'S FOOD . . . . $
(Bottle-fed infants)

NURSERY FURNITURE . . . . $

BABY-CARE NEEDS . . . . $

CHILD CARE . . . . $
(Includes day care 5 days a week, 8 hours a day)

BABY SITTERS . . . . $

BABY PICTURES . . . . $

TOTAL . . . . $

Activity 104
ADOLESCENT PREGNANCY AND PARENTING

Purpose: To give participants information about adolescent sexual behavior, adolescent pregnancy, and strategies for pregnancy prevention. (Objective #3)

Materials: Handout 36, "Fact Sheet on Teenage Pregnancy and Parenting."

Time: 30-45 minutes.

Procedure: This presentation is designed to give students information about adolescent sexual behavior, the number of adolescent pregnancies, and the consequences of adolescent pregnancy and parenting. Informally present the information included in the fact sheet. Distribute the handouts to each student. Ask them to take the sheets home, show them to their parents, and discuss the information.

Discussion Points:

1. Were you surprised by any of the facts we covered?
2. Do you know your parents' attitudes regarding adolescent sexual behavior and pregnancy?
3. What do you feel about their attitudes?
4. How do you feel about discussing these topics with your parents?

Handout 36
FACT SHEET ON TEENAGE PREGNANCY AND PARENTING

Sexual Revolution?

Are today's teenagers much different from teenagers of 20-30 years ago? Certainly attitudes are different today. Adolescents were expected to be chaste then. Now, sexual activity seems to be more acceptable to youth and society in general. Not all teenagers were virgins then; about half are sexually active now.

More adolescents are getting pregnant now. Why?

The number of adolescents who are capable of getting pregnant has increased.

Girls and boys are maturing sexually at an earlier age.

Girls are able to conceive earlier, in part because they are beginning to menstruate at younger ages.

More teenagers are having intercourse at an earlier age.

The media bombards us with sexual messages. Magazines, television, and books continually present information and attitudes about sexuality. Some are constructive messages; most are confusing or misleading -- for example, that "everybody is having sex." (Source: Lewis and Lewis, The Parent's Guide to Teenage Sex and Pregnancy.)

Sexual Behavior

Of the 21 million adolescents in the United States between ages 15-19, approximately 11 million are sexually active.

Slightly less than half of those aged 15-19 are not having sex.

More adolescent girls are having intercourse. For girls aged 15-19 in metropolitan areas, the figures jumped from 30% in 1971 to 50% in 1979.

Black teenagers begin sexual activity earlier and have higher pregnancy rates than White teenagers. However, these rates are not continuing to increase as they are with Whites.

Teenagers are beginning intercourse at a younger age.

In 1979, only 34% of sexually active teenagers always used birth control and 27% never used birth control.

(Source: Zelnick and Kantner, "Sexual Activity, Contraceptive Use and Pregnancy Among Metropolitan Area Teenagers: 1971-1979.")

Teenagers have intercourse infrequently with few partners.

In studies (Zelnick and Kantner, 1976), 38% of girls reported that they had had no intercourse in the previous month. Some respondents had had intercourse only once or "a few times." Three out of five girls had had only one partner.

Most intercourse takes place in parents' home.

Youth Values Project revealed that 61% of sexually active girls and 47% of sexually active boys had intercourse in their own homes. (Source: Ross, Youth Values Project.)

Teenagers are more likely to have intercourse who have no college aspirations, are involved in a serious relationship with a partner, live in a single-parent household, feel alienated from parents, have weak religious beliefs. (Source: Lewis and Lewis, The Parent's Guide to Teenage Sex and Pregnancy.)

Adolescent Pregnancy

Of all teenage pregnancies, about two thirds are unintended and about 40% end in abortion. Younger teenagers have higher rates of infant mortality, toxemia, anemia, prematurity, and low birth weight.

Adolescent parenting has several negative social consequences. Teenage parents tend to interrupt their education and thus limit their career choices; tend to have lower incomes; are more likely to become divorced, if they marry; tend to have larger families on lower incomes. (Source: Teenage Pregnancy: The Problem That Hasn't Gone Away.)

Questions for Parents

What values do you hold for your adolescent?

Would you want him or her to experience sexual intercourse at this age? Pregnancy?

What have you told your adolescent about these behaviors?

Activity 105
DECIDING WHETHER YOU WANT A BABY

Purpose: To introduce the idea of making a decision about childbearing. (Objectives #2, 3)

Materials: Chalkboard.

Time: 20-35 minutes.

Procedure: Make two lists on the board, having students list:

The Benefits of Having A Baby	The Problems of Having a Baby
(enjoying baby's discoveries)	(spending time)
(enjoying closeness)	(paying for food, clothes, etc.)

Listen for myths. For example, a student may say that it's very dangerous to have a baby after the age of 30 years or that babies sleep all the time. If possible, invite a parent with an infant to join in class discussion. Encourage him or her to be honest and frank about life with an infant. If you can arrange it, a teenage parent and parent from a stable marriage provide a useful contrast. Allow time for students to ask the speakers questions.

Discussion Points:

1. How do you know when a person is ready to become a father or mother?
2. What does a family need in order to provide a good home for the baby? (Include financial, emotional, and relationship factors.)
3. Do you think you want to have children? What if you decide not to?
4. Point out that regardless of age and lifestyle, a new baby forces change. Change is always disruptive and requires patience, flexibility, and compromise.
5. Discuss the possible impact of a new child on a couple's relationship.

Activity 106
FILM: TEENAGE PARENTING

Purpose: To help students examine the responsibilities of teenage parents. (Objectives #2, 3)

Materials: 16mm projector and film:
"Prisoners of Chance" [Film Fair Communications] or
"Teenage Mother: A Broken Dream" [Carousel Films] or
"Teenage Father" [Children's Home Society of California] or
"Shelley and Pete...(and Carol)" [Modern Talking Pictures] or
"Sweet Sixteen and Pregnant" [NTL Teleproducts].

Time: 40-50 minutes.

Planning Note: Before showing any film to your students, preview the film yourself and obtain approval from the administrator.

For guidelines on selecting and using films in sexuality education and a brief description of each film mentioned in this curriculum, see Appendix B.

Procedure: Introduce the film and show it to the class.

Discussion Points:

1. What do you think it is like to be a teenage parent?
2. What are some of the positive aspects? Negative aspects?
3. How does one's life change after parenthood?
4. Compare the early life of a child of a single teenager and the early life of a child of a stable couple in their late 20's. Follow with a discussion of the infants' rights.

Activity 107
FILM: TEENAGE PREGNANCY

Purpose: To help students explore the physical, social, and emotional impact of teenage pregnancy. To apply the decisionmaking process to the issue of unplanned pregnancy. (Objectives #3, 4)

Materials: 16mm projector or filmstrip projector:
"When Teens Get Pregnant" [Polymorph Films] or
"Teenage Father" [Children's Home Society of America] or
"Shelley and Pete...(and Carol) [Modern Talking Pictures] or
"Not My Problem" [Barr Films] or
"Teenage Pregnancy: No Easy Answers" [Barr Films] or
"Four Pregnant Teenagers: Four Different Decisions" [Sunburst Communications] (Filmstrip).

Time: 40-50 minutes.

Planning Note: Before showing any film to your students, preview the film yourself and obtain approval from the administrator.

For guidelines on selecting and using films in sexuality education and a brief description of each film mentioned in this curriculum, see Appendix B.

Procedure: Introduce the film and show it to the class.

Discussion Points:

1. What feelings did the girl express when she found out she was pregnant?
2. What were her options?
3. What rights and responsibilities does the father have? How much input should he have in the decision?
4. What do you think is the best way to handle an unplanned pregnancy?
5. Review the symptoms of pregnancy. Discuss the importance of obtaining a pregnancy test quickly and obtaining early prenatal care if the decision is made to carry the baby to term.

Unit IX

PREGNANCY PREVENTION

Overall Goal

To encourage students to avoid unwanted pregnancies by choosing not to have sexual intercourse or by using contraception effectively, if sexually active.

Rationale

Even though many people in our society do not approve of premarital sexual intercourse, teenagers are having sex and becoming pregnant at an alarming rate. The incidence of pregnancy among young teenagers is particularly distressing. Many of these pregnancies are partly the result of misinformation or a lack of information about how to prevent pregnancy. Thus, many adolescents demonstrate a need for information to enable them to avoid pregnancy. Other pregnancies result from adolescents' accepting peer pressure without thinking through the decision to have sexual intercourse. Adolescents need to know that the majority of their peers are not having sex and that they have every right to say "no" to sexual intercourse.

Behavioral Objectives

Students will:

1. Identify two ways to prevent an unwanted pregnancy -- abstaining from sexual activity and using an effective form of contraception if sexually active.
2. Become more aware of societal, family, and personal attitudes about adolescent sexual behavior.
3. Identify the various birth control methods (including abstinence).
4. Become more aware of societal, family, and personal attitudes about birth control.
5. Identify sources of birth control information.

UNIT CONTENTS

Activity Number and Name		Time Required (Min.)	Objectives to Be Achieved	Recommendations for Planning
108	Who's Responsible?	20-40	#1, 3	
109	Why Do Teenagers Choose to Have Sex?	25-50	#1, 2	Conduct one or more to explore attitudes about adolescent sexual behavior.
110	Film: Teenage Sexuality	40-50	#1, 2	
111	The Motive	30-45	#1, 2	
112	Four Premarital Sex Standards	20-40, 10-20	#1, 2	
113	Saying "No"	35-50	#1	Designed to help students practice assertive behavior.
114	Information Review: Birth Control	20-50	#3	Information about contraception.
115	Lecture: Birth Control	30-45	#1, 3, 4	
116	Quiz: Birth Control	15-20	#3, 4	
117	Discussion: Attitudes About Contraception	30-45	#1, 4	Conduct one or more to explore attitudes toward contraception.
118	Values Voting	15-30	#1, 4	
119	Advantages/Disadvantages	35-50	#1, 3, 4	
120	Why Teenagers Don't Use Birth Control	25-35	#1, 4	
121	Contraceptive Decisionmaking	30-45	#3, 4	

Activity 108
WHO'S RESPONSIBLE?

Purpose: Warmup activity to help students explore the role of teenagers, parents, and helping professionals in preventing an unplanned pregnancy. (Objectives #1, 3)

Materials: Newsprint and magic markers.

Time: 20-40 minutes.

Procedure: Read the following story. Then have the group break into smaller groups. Ask them to rank the characters in order of most responsible to least responsible. Make sure that students explain why they rank the characters as they have. Emphasize that there are no "right" answers. Have each group report their conclusions.

> This is a story about John and Donna. Donna is 16 and has been dating John for the last 2 months. John is 18 and is getting ready to go to college. Since the beginning of summer, the couple has become very close. Not only do they enjoy swimming and playing together, but they have been spending their evenings kissing and engaging in light petting. Donna was beginning to consider having sexual intercourse with John even though she wasn't sure how she felt about it. Before long, September arrived and John was leaving for school. On the night before he left, it just happened. They had sex.
>
> For the next 2 weeks Donna worried all day and night. Every time she went to the bathroom, she checked for a sign of her period. Finally, she started menstruating. Donna vowed that she would not let that happen to her again. She would find out where she could obtain a method of birth control before John returned home. The first person that came to mind was her 27-year-old sister Janet who was married and living in the same town. On her next visit to Janet she said, "Janet, you know that I've been seeing John ... and ... well, we had sex and I worried all month that I was pregnant. I'm not, but I was wondering if you could tell me where I could get some birth control?"
>
> Janet replied, "You did what? You ought to be ashamed of yourself! You're too young! You'll get a bad reputation. If I ever hear about your doing anything like that again, I'm telling mother!"
>
> Donna was disappointed and also somewhat angry. Her sister wasn't going to tell her she was too young! Still, she decided to try somebody else. Since starting back to school, she had developed a friendly relationship with her gym teacher, Ms. Johnson. She decided to ask her for help. So the next day at school she stayed after gym class to talk with Ms. Johnson. When she asked for information about birth control, Ms. Johnson replied, "Donna, I really would like to help you. Unfortunately, the school policy states that I cannot give you any such information."

Now Donna was extremely discouraged. She thought and thought and finally decided to call a doctor. She looked in the phone book and found a Dr. Jones. She called and made an appointment, stating that she was having a problem with her menstrual cycle. After her examination, Dr. Jones told Donna that everything was just fine. She said, "Well, Dr. Jones, since I'm here, do you think you could give me some information about birth control?"

Dr. Jones replied, "How old are you? You're not married? I wouldn't feel comfortable about giving you advice about birth control without permission from one of your parents."

At this point Donna was desperate. John was due home in a few days and she still had no birth control. It just wasn't fair. As a last resort, she considered her mother. Maybe she could get her nerve up to ask her for help. The next morning at the breakfast table she looked over at her mother and started to ask her, but the words just wouldn't come out. She got up quickly and rushed out of the house for school.

Donna looked for birth control in a local drug store. She felt very embarrassed, but she did manage to buy foam.

Two days later John arrived home. Donna used the foam a few hours before she picked John up at the airport. They were very happy to see each other again and made love several times. A month later Donna ended up back at the doctor's office with a positive pregnancy test.

Think about the characters in the story. Rank order, from most to least, who is responsible for Donna's pregnancy. The characters are:

- Donna
- John
- Janet
- Ms. Johnson
- Dr. Jones
- Mother

Discussion Points:

1. How did John and Donna make the decision to have sex?
2. How would you evaluate their readiness to handle the responsibility of a sexual relationship?
3. How could John and Donna have taken more responsibility for their own behavior?
4. If Donna had come to you, what would you have told her?
5. Where could she go for birth control information at her age?
6. How can parents be available in such a situation without condoning behavior they don't agree with?

Activity 109
WHY DO TEENAGERS CHOOSE TO HAVE SEX?

Purpose:

To help students explore the various reasons teenagers engage in sexual intercourse. To help adolescents identify destructive reasons. (Objectives #1, 2)

Materials: Blackboard and chalk, newsprint and magic markers.

Time: 25-50 minutes.

Planning Note: Make sure this activity is appropriate for your class and community.

Procedure: Tell students that teenagers engage in sexual activity for many different reasons. The goal of this session is to make an exhaustive list and discuss each of the reasons. Divide students into groups and give each group a sheet of newsprint and magic marker. Ask one person to be the recorder and to list all reasons that the group is able to identify. Then reconvene the groups and while the recorders present their lists, make a composite list on the blackboard. If the class has trouble identifying reasons, supply some suggestions:

- To hold on to a boyfriend
- To get back at parents
- To be like the others
- To share loving feelings with a partner
- To satisfy curiosity
- To feel loved, needed
- To experience physical pleasure.

Discussion Points:

1. What do you think about each of these reasons for having sexual relationships?
2. Are some less reasonable than others?
3. Stress that reasons such as "to hold on to a boyfriend" or "to hurt parents" tend to hurt the adolescents involved as well.

Activity 110
FILM: TEENAGE SEXUALITY

Purpose: To explore issues related to teenage sexuality (such as the consequences of premarital sex). (Objectives #1, 2)

Materials: 16mm projector and film:
"It's Up To Laurie" [Centron] or
"Too Soon Blues" [Cine Image] or
"Growing Up Young" [Perennial] or
"Teen Sexuality: What's Right For You?" [Perennial Films] or
"A Matter of Respect" [Blackside] or
"Are We Still Going to the Movies?" [McGraw Hill].

Time: 40-50 minutes.

Planning Note: Before showing any film to your students, preview the film yourself and obtain approval from the administrator.

For guidelines on selecting and using films in sexuality education and a brief description of each film mentioned in this curriculum, see Appendix B.

Procedure: Develop some specific discussion questions geared to the film you have selected. Introduce it to the class, suggesting some points the students should watch for.

Discussion Points:

1. What is your reaction to the film?
2. Did you think the characters were realistic?
3. What are some reasons that teenagers decide to have sexual intercourse?
4. Do you think teenagers should consider the consequences?
5. What are some reasons for not having sexual intercourse?

Activity 111
THE MOTIVE

Purpose: To identify motives for having sex and to compare male and female motives. To help students become more aware of the attitudes toward premarital sex. (Objectives #1, 2)

Materials: Newsprint and magic markers.

Time: 30-45 minutes.

Procedure: Divide the class into same-sex groups of no more than five members. Ask each group to choose a recorder and answer the following questions: 1) What are female motives for having sex? 2) What are male motives for having sex? 3) How are the two lists similar? different?

After about 10-15 minutes, ask the groups to report.

Discussion Points:

1. How do you react to the two lists?
2. Why do you think female motives might differ from male motives for sex?
3. What might be the consequences of two people having different motives for a sexual relationship?
4. Which of these motives might be self destructive? (Make sure students understand that self destructive means behavior that will probably hurt them in the long run. Give examples of motives such as, "to hold on to a boyfriend", "to be like my friends.")
5. Which of these motives might be exploitive? (If necessary, review the definition of exploitation in Activity 96.)
6. How can you find out someone's real motives for wanting a sexual relationship?

Activity 112

FOUR PREMARITAL SEX STANDARDS

Purpose: To help students become aware of societal, cultural, family, and personal attitudes toward premarital sex. (Objectives #1, 2)

Materials: Blackboard and chalk.

Time: 20-40 minutes, 10-20 minutes next class session.

Procedure: Discuss the following information:

Dr. Ira Reiss described four premarital sex standards revealing what people believe and how they behave in our country. These standards are:

Chastity (abstinence): Premarital sex is wrong for both partners until marriage.

Double standard: Premarital sex is acceptable for men but wrong and unacceptable for women.

Permissiveness with affection: Premarital sex is okay under certain conditions if the two people have a stable relationship (engagement, love, or strong affection).

Permissiveness without affection: Premarital sex is okay for men and women regardless of the amount of affection.

Allow students to react to each of these four standards or values. Then, draw this chart on the blackboard:

	Grandparents' generation	Parents' generation	Youth of today
Chastity (abstinence)			
Double standard			
Permissiveness with affection			
Permissiveness without affection			

Ask the students to talk about which of these four standards were most common in their grandparents' day, in their parents' day, and among youth of today.

Discussion Points:

1. Have societal values changed since your grandparents' generation? Your parents' generation?
2. If so, how is this evident?
3. What do you think about these changes?
4. How might they affect society in the future?
5. What are your parents' attitudes toward premarital sex? If you don't know, ask your parents.
6. What do you want to tell your children about premarital sex?

Homework: Ask students to talk with their parents and/or grandparents about the status of the four standards when they were adolescents and how they feel about standards today.

At the next class, spend 10-20 minutes discussing students' talks with parents and/or grandparents.

Activity 113

SAYING "NO"

Purpose: To explore attitudes about sexual abstinence for teenagers. To encourage those students who do not feel ready for sexual intercourse to say "no." (Objective #1)

Materials: 16mm projector or filmstrip projector, and film or filmstrip:
"Saying "No": A Few Words to Young Women About Sex" [Perennial Education] or
"OK To Say No: The Case For Waiting" [Sunburst Communications] or
"Teenage Sex: How To Set Limits" [Sunburst Communications].

Time: 35-50 minutes.

Planning Note: Before showing any film to your students, preview the film yourself and obtain approval from the administrator.

For guidelines on selecting and using films in sexuality education and a brief description of each film mentioned in this curriculum, see Appendix B.

Procedure: Introduce or review the topic of sexual abstinence for teenagers. Ask students what they think. Tell the class that you are going to show them an audiovisual that presents the case for saying "no". Show the film or filmstrip.

Discuss the points listed below.

After a brief discussion, have students form groups of three. If possible, have at least one boy and one girl in each group. Ask the boy and the girl to discuss in a roleplay the following situation:

> Tony and Robbie have been dating for several months. They are pretty comfortable talking to one another. Because they care a lot about each other, they have decided to talk about whether they want to begin a sexual relationship. Tony wants to have sex, but Robbie does not feel ready.

The objective of the roleplay is for Tony and Robbie to discuss the situation using effective communication skills. Robbie is to assertively communicate the desire not to engage in sexual intercourse. After the two have discussed the issue once, they should reverse roles. (Thus, the girl may play Robbie in the first roleplay, Tony in the second.) The third person in the triad should observe each discussion carefully and give feedback about the effectiveness of the communication.

Discussion Points:

1. The majority of adolescents aged 15-17 (approximately 70%) are not having sexual intercourse.
2. Abstinence is a viable lifestyle for many adolescents.
3. What was it like to roleplay saying "no"?
4. What external pressures cause young people to feel they should have intercourse?
5. How difficult would such a discussion be in real life?
6. A person who has had sex in a previous relationship may decide to abstain in a future relationship. Thus, it is important for every person in the class to be comfortable saying "no."

Activity 114
INFORMATION REVIEW: BIRTH CONTROL

Purpose: To review and discuss information concerning birth control methods, laws, regulations, and resources. (Objective #3)

Materials: Blackboard or newsprint with markers, Handout 37, "Information Review."

Time: 20-50 minutes.

Procedure: It is very important to begin this discussion with some clarifying remarks to put birth control into perspective:

- Make it clear that you are not assuming that the students are or should be sexually active.
- The purpose of the activity is to present factual information about birth control. Although some students do not need it now, they may need it sometime in the future. Thinking about it in advance will help them make a decision when the need arises.
- Values vary. Some religions and some individuals do not believe in using birth control; some believe in using only a few specific forms of birth control.

Start the discussion by having the class define "birth control" and "contraception."

Have the class brainstorm all the methods they can think of while you write them on the blackboard. When they cannot think of any more, complete the list and ask students to rank the methods from most to least effective. Correct any misconceptions. Ask students which ones they want to hear about.

Using a poster made from Handout 37, discuss those methods the students are most interested in hearing about. When possible, solicit information from the students.

Discussion Points:

1. What are the reasons some community leaders and some parents are opposed to providing teenagers with birth control information and/or care? Discuss various religious beliefs about contraception.
2. Why don't most sexually active teenagers use birth control when they have intercourse? What kinds of things make it difficult for young people to obtain and use birth control effectively?

3. Point out that studies indicate that if adolescents are provided with correct information, they are more likely to use birth control when having sexual intercourse. Those adolescents who receive information at home are less sexually active, and when sexually active, more frequently use birth control (Fox, 1979).

Handout 37
INFORMATION REVIEW

Method	Prescription or Non-Prescription	How it Works	Effectiveness

Activity 115
LECTURE: BIRTH CONTROL

Purpose: To give students information about various contraceptive methods for preventing unplanned pregnancy.

Materials: Lecture notes and a chart of birth control methods.

Time: 30-45 minutes.

Procedure: Present the information in the lecture notes and discuss it.

Lecture Notes for Activity 115
BIRTH CONTROL METHODS

Abstinence (No Sexual Intercourse)

How abstinence works: Prevents sperm release into the vagina.

How abstinence is used: Mutual agreement or an independent decision by either partner.

How effective abstinence is: Almost 100%. (Ejaculation outside but close to the opening of the vagina can still result in pregnancy.)

Myths about abstinence: Causes "blue balls" in males. A female who abstains is "hung up" or frigid.

Additional information: Abstinence is readily available to both males and females for no cost, no medical side effects, no risks, no worry, no conflicts with adults.

A person who has had sex in the past may decide to abstain at any time in any relationship.

Abstinence protects one's later ability to have children by reducing or eliminating the risk of STD, pelvic inflammatory disease, abortion, contraceptive-related health problems.

Condom (Rubber)

How the condom works: Prevents sperm passage into the vagina.

How the condom is used: Before sexual intercourse begins, a condom is placed over the erect penis; space must be left at the end to collect the sperm (some condoms have a special tip for sperm collection). After ejaculation, the condom should be held in place while removing the penis so sperm do not spill into the vagina.

Condoms should be thrown away after one use; they should never be re-used.

How effective the condom is: 80-85%; 95% if used with foam (based on actual use).

Where to obtain the condom: Drug stores, family planning clinics, and some public rest rooms.

Additional information: Vaseline may destroy the condom and it may deteriorate over time. The condom is a relatively inexpensive method and prevents the spread of most sexually transmitted diseases.

Oral Contraceptives (Pills)

How the pill works: Prevents release of an egg from the ovary (ovulation). Prevents implantation of the fertilized egg in the uterus (if ovulation should occur).

How the pill is used: One kind is taken daily for 21 days and stopped for 7 days before starting a new package. Another kind is taken continuously for a 28-day cycle; the last seven are placebos designed to keep the woman in the habit of taking a pill every day. Pills should be taken in order at a convenient but consistent time each day.

If a woman misses a pill, she should take the one she missed as soon as possible, take the next pill at the regular time, and use a backup method to prevent pregnancy through the rest of this menstrual cycle. The backup is necessary for most women because of the low dosages of estrogen in the pill today. The woman should ask her doctor for specific instructions for using pills.

How effective the pill is: 95% (based on actual use, including those who skip days).

Where to obtain the pill: Private physician or family planning center.

Myths about the pill: Pills cause deformed babies. You take the pill only on the days that you have intercourse. Pills cause sterility.

Additional information: Ordinarily, women with certain physical problems such as high blood pressure, history of blood clots, and heart disease, should not use the pill.

Possible side effects of taking the pill include reduced menstrual flow, swollen or tender breasts, headaches, slight weight gain, and nausea. Serious but rare side effects include hypertension, stroke, and blood clots.

Intrauterine Device (IUD)

How the IUD works: There are several theories; some hypothesize that the IUD prevents the fertilized egg from implanting in the uterus. One IUD, the Progestasert, secretes a hormone believed to interfere with conception.

How the IUD is used: A trained medical person inserts it into the uterus with an attached string left hanging into the vagina. The string should be checked after each menstrual period by feeling deep inside the vagina.

How effective the IUD is: 95% (based on actual use).

Where to obtain the IUD: Private physician, family planning clinic.

Myths about the IUD: An IUD can travel to the heart and cause a stroke. The IUD strings can cut a man's penis.

Additional information: The IUD is one of the easiest birth control methods to use but is not recommended for women who have never had a child. Some IUDs have to be removed after 1-3 years.

Possible side effects include cramps, heavier menstrual flow, irregular bleeding, infection, expulsion of the IUD, and rarely, uterine perforation. Occasionally, the partner can feel the string during intercourse.

Foam

How foam works: Temporarily blocks the opening into the uterus; kills sperm.

How foam is used: The can is shaken approximately 20 times before the foam is removed; one or two applicators of foam are placed into the vagina immediately before intercourse.

How effective foam is: 70%; 95% if used with condoms (based on actual use).

Where to obtain foam: Drug store, family planning clinic.

Additional information: Foam must be available and used each time intercourse occurs. Foam dissolves in the vagina; douching is unnecessary but if used, should be delayed at least 6-8 hours after intercourse.

Foam is an inexpensive method but causes irritation in some women.

Diaphragm

How the diaphragm works: Prevents sperm from passing into the uterus.

How the diaphragm is used: Should be inserted within 2 hours prior to intercourse. The woman places a sperm-killing cream or jelly in the cap and around the rim, then puts the diaphragm into the vagina, completely covering the cervix. The diaphragm should be left in for 6-8 hours; if intercourse is repeated within 6 hours, the diaphragm must be left in and more jelly inserted into the vagina with an applicator. After each use, the diaphragm should be washed with soap and water, dried, and stored in its case.

How effective the diaphragm is: 80-85% (based on actual use).

Where to obtain the diaphragm: Private physician, family planning clinic.

Myths about the diaphragm: It has to destroy the spontaneity of sex; it is uncomfortable to wear for 6-8 hours; it can get lost in the body.

Additional information: The diaphragm must be kept readily available and used each time intercourse occurs. If the diaphragm is inserted incorrectly, it may not protect the woman from conceiving.

The diaphragm has minimal side effects.

A similar birth control method, the cervical cap, is generally not available today except through research projects. It is smaller than the diaphragm, fitting closely to the cervix. Theoretically, it can be kept in for days but may cause odor and/or discomfort.

Coitus Interruptus (Withdrawal)

How withdrawal works: Prevents the ejaculation of sperm into the vagina.

How withdrawal is used: Requires the penis to be removed before ejaculation.

How effective withdrawal is: 75-80% (based on actual use).

Additional information: Even though the penis is withdrawn before ejaculation, some sperm may have been released and could cause pregnancy.

Using this method requires control and motivation. Couples often find this method physically and emotionally unsatisfying. It is not recommended but is definitely better than no method.

Natural Family Planning (NFP)

Types of Natural Family Planning: Calendar, basal body temperature, and cervical mucus.

How NFP works: Prevents the release of sperm into the vagina during the time the egg can be fertilized.

How NFP methods are used: The time of ovulation is determined by changes in the woman's body temperature or cervical mucus; then intercourse is avoided for a specific number of days before and after ovulation.

How effective NFP is: 60-75% (based on actual use).

Where to obtain NFP instructions: Physician or family planning clinic.

Additional information: NFP is difficult for some couples to use. It requires training from a qualified professional. It is often unreliable, particularly in girls younger than 20 whose cycles may be irregular. NFP requires the couple to refrain from intercourse for many days during each cycle and, therefore, demands motivation and control.

NFP may be used with another method of contraception if intercourse occurs close to the time of ovulation.

Tubal Ligation

How tubal ligation works: Prevents the egg from passing through the fallopian tube to unite with sperm.

How tubal ligation is performed: The fallopian tubes are surgically cut and sealed to prevent union of the egg and sperm.

How effective tubal ligation is: More than 99%.

How to obtain tubal ligation: Private physician.

Myths about tubal ligation: It makes a woman less feminine and desirable; it lowers a woman's sex drive.

Additional information: This method is permanent; fallopian tubes can rarely be unsealed and put back together. It is not available to minors in most states and should be selected only when a woman is sure that she doesn't want any more children.

Sterilization does not affect one's ability to have or enjoy intercourse.

Vasectomy

How a vasectomy works: Prevents sperm passage through the vas deferens.

How a vasectomy is used: The vas deferens are surgically cut and sealed.

How effective a vasectomy is: More than 99%.

How to obtain a vasectomy: Private physician.

Myths about vasectomy: It decreases a man's sex drive and interferes with his ability to perform intercourse.

Additional information: Vasectomy is a permanent method; vas deferens rarely can be unsealed and put back together. It should be selected only when a man is sure that he doesn't want more children.

It does not affect one's ability to have or enjoy intercourse; seminal fluid is still released.

Factors Affecting Personal Choice of a Contraceptive

The method's: Effectiveness, convenience, risks and side effects, availability, and cost.

The user's: Age, frequency of intercourse, motivation, religious beliefs and values, partner's preference, family knowledge and support, experience with various methods.

Relevant state and local regulations: Parental consent for contraception is unnecessary for minors in many States. Family planning services must be given confidentially. Voluntary sterilization for minors is ordinarily not available.

Availability: Health centers, Planned Parenthood clinics, hospital family planning clinics, private physicians, drug stores, vending machines.

Activity 116
QUIZ: BIRTH CONTROL

Purpose: To reinforce information about birth control methods. (Objectives #3, 4)

Materials: Handout 38, "Birth Control Quiz."

Time: 15-20 minutes.

Procedure: Give each student a copy of the birth control quiz and ask them to match the correct letter to each numbered statement.

When students are finished, go over the quiz, reviewing the necessary information. You may want to tell students that you will continue to quiz each individual until all of the questions are answered correctly.

Correct answers:

1. d
2. c
3. b
4. d
5. a
6. d
7. a
8. d
9. c
10. a
11. c
12. b

Discussion Points:

1. Do most sexually active adolescents know this information on birth control?
2. What effect does having information on birth control have on adolescents?
3. For example, are knowledgeable teenagers more likely to have sexual intercourse?
4. Are knowledgeable teenagers more likely to use birth control if they are having sex?

Handout 38

BIRTH CONTROL QUIZ

Directions: Complete each sentence by circling the one correct answer.

1. The goal of contraception is to prevent:
   a. menstruation
   b. ejaculation
   c. sexual intercourse
   d. pregnancy

2. Natural methods of birth control do not use:
   a. charts of body temperature
   b. records of cervical mucus
   c. chemicals to kill sperm
   d. calendars of the menstrual cycle

3. Natural methods of birth control work when:
   a. the woman has irregular cycles
   b. couples don't have sex when fertile
   c. sickness interrupts the cycle
   d. the woman is very young

4. Withdrawal as a birth control method is:
   a. sometimes frustrating
   b. about 75% effective
   c. better than nothing
   d. all of the above

5. Douching is not a good method of birth control because:
   a. sperm are in the uterus within seconds after having sex
   b. the vagina is too big
   c. it is too expensive
   d. sperm swim faster in cold water

6. Some foams, creams, jellies, or suppositories can prevent pregnancy if they are placed in the:
   a. uterus
   b. bladder
   c. penis
   d. vagina

7. To use foam effectively, one must:
   a. insert the foam immediately before having sexual intercourse
   b. take a douche immediately after having sex
   c. insert the foam approximately 30 minutes before having sex
   d. insert the foam approximately 1 hour before having sexual intercourse

8. Condoms are a good method of birth control because:
   a. men get involved in the method
   b. they keep sperm and egg separate
   c. they help prevent sexually transmitted diseases
   d. all of the above

9. Foam and condoms, used together, are about as effective as:
   a. chance
   b. the diaphragm
   c. the pill
   d. natural methods

10. If 100 couples have intercourse regularly for 1 year and don't use birth control, how many will be pregnant by the end of the year?
    a. 90
    b. 70
    c. 40
    d. 25

11. Foam prevents pregnancy by:
    a. killing the egg before fertilization
    b. preventing ovulation
    c. killing the sperm before fertilization
    d. causing the woman to menstruate

12. A woman can never get pregnant during her period:
    a. true
    b. false

Activity 117
DISCUSSION: ATTITUDES ABOUT CONTRACEPTION

Purpose: To allow students to consider their attitudes regarding contraception. (Objectives #1, 4)

Materials: Newsprint and magic markers.

Time: 30-45 minutes.

Procedure: This discussion may be held in small groups or in one large group. Read one or two questions below to spark discussion among the students. If you have chosen to use small discussion group, ask one person in each group to write down all ideas on a sheet of newsprint. After 20 minutes, ask each group to report on its discussion.

Discussion Points:

1. What are some reasons that a teenager who is sexually active might not use birth control? Are the reasons the same for males and females?
2. Why is birth control usually the woman's responsibility?
3. What are some ways males can participate in the process of using birth control?
4. How does a teenager decide whether or not to use birth control?
5. Why might some teenaged women be afraid of going to a birth control clinic?
6. What would be the ideal method of birth control? What qualities would it need to have? Would the ideal be different in committed relationships versus new relationships?
7. Why are some parents against schools providing birth control information?
8. Does birth control lead to more sexual activity among teenagers?
9. What do you think is the best method of birth control for a teenager to use?
10. Should birth control commercials be allowed on television?
11. Why do you never hear birth control mentioned in the movies?

Homework: Have students ask their parents their opinions on contraception. When is it appropriate to use contraception? If parents practice any religion, what stand is taken on contraception by their religion?

Activity 118
VALUES VOTING

Purpose: To allow students to examine and identify their personal feelings and values related to birth control. (Objectives #1, 4)

Materials: A fairly long open space and five posters reading: agree strongly, agree somewhat, unsure, disagree somewhat, disagree strongly.

Time: 15-30 minutes.

Procedure: Explain to students that the following exercise is designed to explore opinions about birth control. Explain that it involves volunteers whose task will be to agree or disagree with statements regarding use of birth control. Afterwards, the class as a whole will discuss the statements. Emphasize that there are no right or wrong answers as far as this course is concerned, only opinions (although their religious leaders and parents may feel there are right and wrong opinions.) Everybody has a right to take a turn and express her or his own opinion, as long as no one is put down for holding a different opinion.

Ask for five volunteers. Explain that the volunteers will be given a statement with which they can either agree, disagree, or pass. Instruct students to go to different parts of the room depending on their positions.

Explain to the rest of the class that they must not give away their opinions or try to influence the volunteers. Peer pressure can interfere with the freedom students feel when giving opinions and thus reduce the usefulness of the activity.

Give the volunteers one statement at a time and allow each volunteer an opportunity to share and explain his or her opinion. Once the volunteers have been given the opportunity to share their opinions, open up the discussion to the rest of the class. After 5-10 minutes, go on to the next statement.

Sample Statements

Birth control is the woman's responsibility.

Minors should be able to get birth control without their parent's consent.

If asked, a parent should accompany his or her child to obtain a birth control method.

Birth control is a form of genocide.

Birth control information should be required in all high schools.

Husbands or wives should not be allowed to be sterilized without their partner's consent.

A couple should discuss the possible need for birth control before having sex.

A girl who uses birth control is more likely to have sexual intercourse with several different partners.

Alternative Procedure: Have all students participate in the activity. All students should stay in their seats. Explain that you will read several statements which they should think about, then vote with thumbs up if they agree, thumbs down if they disagree, and arms folded if they aren't sure. Ask volunteers to explain their reasons for their opinions.

Discussion Points:

1. Where do ideas about birth control come from?
2. How do peers influence the use of birth control?
3. What laws do we need regarding birth control?

Activity 119
ADVANTAGES/DISADVANTAGES

Purpose: To list the methods of contraception and the advantages and disadvantages of each. (Objectives #1, 3, 4)

Materials: Newsprint and magic markers.

Time: 35-50 minutes.

Procedure: Divide students into small groups. Give each group a piece of newsprint and a magic marker. Ask them to rank from 1 to 10 the following methods of birth control, using 1 as most effective and 10 as least effective for adolescents.

___ Abstinence
___ Condom
___ Pill
___ Foams and creams
___ Diaphragm
___ IUD
___ Withdrawal
___ Rhythm/other natural family planning methods
___ Tubal ligation
___ Vasectomy

Then have students list the advantages and disadvantages of each method. Make sure they discuss practical and social disadvantages for teenagers (such as leaving a diaphragm at home.

Discussion Points:

1. Which methods of birth control seem to be the most effective?
2. What method poses the biggest danger/risk of pregnancy occurring?
3. Which methods have the least side effects?
4. Which methods can be most easily obtained?
5. Does the male have an obligation to use a contraceptive? Why? Why not?
6. How does an adolescent's use of birth control differ from a married adult's use of birth control? Why?

Activity 120
WHY TEENAGERS DON'T USE BIRTH CONTROL

Purpose: To explore the reasons that teenagers fail to use birth control. (Objectives #1, 4)

Materials: Handout 39, "Why Teenagers Don't Use Birth Control."

Time: 25-35 minutes.

Procedure: Pass out copies of Handout 39. Go over the questions, give students 15 minutes to complete the questionnaire, then ask them to discuss their responses.

Discussion Points:

1. Which reasons were valid?
2. Which reasons seemed silly?
3. What would you recommend to reduce the number of unplanned pregnancies that arise because of a failure to use birth control?

Handout 39

WHY TEENAGERS DON'T USE BIRTH CONTROL

According to recent studies, approximately 1.2 million teenage girls have an unplanned pregnancy each year. Many of these teenagers did have the facts about birth control; many had access to free or inexpensive clinics in their own neighborhoods. When they were asked to explain their reasons for not using birth control even though they were having sex, they gave answers such as those listed below.

On the line beside each reason, write a word that describes your opinion of it. (Examples: understandable, crazy, stupid, possible.) Put a check beside the three items that you think are the best reasons for not using birth control.

1. I can't get pregnant. I don't have sex often enough to get pregnant. ________________
2. I would feel guilty if I used birth control. I'm not that kind of girl. ________________
3. I'm afraid birth control will mess me up or hurt my body. ________________
4. I'm afraid of doctors and the examination. ________________
5. There is no birth control clinic close to me. ________________
6. If I got pregnant, everyone would notice me. I would have someone to love and love me. ________________
7. I didn't know we were going to have sex. It just happened. ________________
8. I thought he (or she) was taking care of birth control. ________________
9. I thought I couldn't get pregnant unless we came at the same time. ________________
10. I stopped using the pill because I was gaining weight. ________________
11. I wanted to get back at my mother. ________________
12. I think birth control is a form of genocide. ________________
13. I was too nervous to put the rubber on or ask her about birth control. ________________
14. My boyfriend doesn't want me to use birth control. ________________
15. Discussing birth control ruins the mood. ________________

Activity 121
CONTRACEPTIVE DECISIONMAKING

Purpose: To enable students to apply the decisionmaking process to situations involving the use of contraception for couples of different ages and circumstances. (Objectives #3, 4)

Materials: Handout 40, "Contraceptive Decisionmaking."

Time: 30-45 minutes.

Procedure: Review the DECIDE Method of Decisionmaking. Pass out copies of Handout 40. Ask students to pair off and make decisions for each couple. After about 15-20 minutes, ask for volunteers to share their decision for each situation.

Discussion Points:

1. Which situation did you have most difficulty with?
2. Did you use the decisionmaking process each time? If so, was it useful?
3. What factors did you consider in each situation?
4. Did you think any of the couples should decide not to have sex?

Handout 40
CONTRACEPTIVE DECISIONMAKING

Below are the cases of four couples. Read each situation and decide what kind of birth control method each couple should use. Explain your reasons for choosing that particular method, and describe what steps the couple will have to take to implement the decision.

Couple #1: This couple has been married 15 years. They have two children and have decided to have no more. The husband is 38 and the wife is 36.

1. Method:
2. Why:
3. Steps they must take:

Couple #2: Two 16-year-olds have never had intercourse but want to now. Their parents disapprove of a sexual relationship at their age.

1. Method:
2. Why:
3. Steps they must take:

Couple #3: This couple has been going together steadily for 2 years but have not decided whether or not to get married. They are both working at jobs that are important to them. She is 24, he is 32.

1. Method:
2. Why:
3. Steps they must take:

Couple #4: Two 16-year-olds have had sex before but have never used contraception. They are nervous about going to the drug stores or to the clinic, but they definitely don't want to limit their lives by having a baby now. Both feel strongly that abortion would not be an option if she got pregnant.

1. Method:
2. Why:
3. Steps they must take:

UNIT X

SEXUALLY TRANSMITTED DISEASES

Overall Goal

To encourage students to reduce their risk of getting and spreading sexually transmitted diseases (STD).

Rationale

Although many people in our society do not approve of premarital sexual intercourse, teenagers are contracting sexually transmitted diseases at an alarming rate. The incidence of sexually transmitted disease among young teenagers is particularly distressing. Many of these problems result in part from misinformation or no information about how to prevent sexually transmitted diseases. Hopefully, parents will convey their values to their children. However, at the same time, adolescents need to have the information necessary for avoiding sexually transmitted diseases and for seeking help.

Behavioral Objectives

Students will:

1. Be able to identify the two ways to avoid contracting STD -- abstaining from sexual activity and using methods to reduce the risk of STD.
2. Be able to communicate about sexually transmitted diseases.
3. Identify referral sources for birth control information, help with an unplanned pregnancy, and treatment for sexually transmitted diseases.
4. Become more aware of attitudes toward STD.

UNIT CONTENTS

Activity Number and Name		Time Required (Min.)	Objectives to Be Achieved	Recommendations for Planning
122	Lecture: STD	20-30	#1	
123	Film: STD Facts	45	#1, 2, 3	Factual presentations.
124	STD Handshake	20-35		
125	Film: STD Problems	20, 30-40	#2, 4	
126	Communication and STD	35-50	#2	Designed to help students practice communication skills.
127	Community Agencies and Resources	30-45	#3	Recommended activity.

Activity 122
LECTURE: SEXUALLY TRANSMITTED DISEASES

Purpose: To help students learn the facts that are important for reducing the risk of getting and spreading STD. (Objective #1)

Materials: Blackboard and chalk, pamphlets on sexually transmitted diseases. (Free pamphlets can be obtained from Dr. Fred Kroger, VD Control Division, Centers for Disease Control, Building 1, #6050, 1600 Clifton Road, N.E., Atlanta, GA 30333.)

Time: 20-30 minutes.

Procedure: Explain that in this session, you will be discussing sexually transmitted diseases. They may be more familiar with the term VD (Venereal Disease); that term has come to mean syphilis and gonorrhea, which are only two of many sexually transmitted diseases. In addition, negative feelings of shame are associated with the word VD. You will be using the term sexually transmitted disease (STD) because it is both more accurate and, for some people, less threatening.

Ask students to list the types and symptoms of sexually transmitted diseases that they are familiar with. Supplement their responses with the information in the lecture notes. Although great detail is provided in the lecture notes, it is unnecessary to give students such detailed information unless they specifically ask. Even then, reinforce the general symptoms and emphasize the importance of seeking a medical examination if a person is concerned about having something.

Lecture Notes for Activity 122
SEXUALLY TRANSMITTED DISEASES

Gonorrhea

Symptoms: Males have a cloudy (thick, greyish-yellow) pus-like discharge from penis and burning sensation during urination. Symptoms appear 2-10 days after contact with infected person; 20% or more of males show no signs.

Females usually show no signs. Some women do have a pus-like vaginal discharge, vaginal soreness, painful urination, and lower abdominal pain 2-10 days after contact.

Damage: Sterility; pelvic inflammatory disease (PID) in women which can recur even after the gonorrhea and original PID have been cured.

Diagnosis: The patient should inform the physician of all points of sexual contact (genitals, mouth, or anus).

Males: Medical practitioner examines genitals, mouth, or anus for signs of irritation, soreness, or discharge, and takes a bacterial culture from the infected area.

Females: Medical practitioner examines genitals, mouth, lymph glands, and cervical discharges, and takes a bacterial culture.

Treatment: Penicillin or similar antibiotic that kills the bacteria within 1-2 weeks.

Genital Herpes

Symptoms: Painful blister-like lesions on or around genitals or in anus; symptoms appear 3-20 days after contact with the infected person. Some people have no symptoms.

Damage: Recurring outbreaks of the painful blister occur in one third of those who contract Herpes.

Herpes may increase the risk of cervical cancer; can be transmitted to a baby during childbirth; and can promote psychological problems such as social withdrawal, lowered self esteem, anger, and stress.

Diagnosis: Microscopic examination of blister tissue.

Treatment: Genital Herpes is caused by a virus and at this time has no cure. Treatment is aimed at relieving the pain, burning, and itching of active sores by bathing with soap and water or other drying agents. Immediate treatment by a doctor can reduce the severity.

Syphilis

Symptoms: Painless chancre sore on or in genitals, anus, mouth, or throat. Appears 10 days to 3 weeks after contracted. If left untreated, a skin rash will develop, often on the hands and soles of feet, about 6 weeks after the chancre appears.

Damage: Loss of hair in patches. If left untreated after the rash appears, it can eventually cause heart failure, blindness, and damage to the brain and spinal cord.

Diagnosis: Medical practitioner examines chancre site, eyes, throat, heart, lungs, and abdomen; performs a microscopic examination of chancre pus and a blood test.

Treatment: Penicillin or similar antibiotic that kills the bacteria.

Pelvic Inflammatory Disease (PID)

A bacterial infection of the fallopian tubes. PID can be caused by the gonococcal bacteria or contamination by bacteria from the rectum or other, foreign sources.

Symptoms: Abdominal cramps.

Treatment: Antibiotics.

Non-specific Urethritis (NGU)

Symptoms: A bacterial infection of the urethra causing inflammation, painful urination, and a discharge.

Treatment: Antibiotics.

Monilia

Symptoms: A yeast infection caused by an imbalance of the vaginal organisms.

Females: Itching, burning, a whitish lumpy (cottage cheese-like) discharge that smells like yeast, and dryness of the vagina.

Males: Inflammation of the penis.

Treatment: Locally applied cream.

Trichomoniasis

Symptoms: A vaginal infection caused by a single-cell organism present in the bladder of some people; it can be transmitted by wet clothing, washcloths, or towels.

Females: A burning sensation at urination and an odorous, foamy discharge, along with a reddening and swelling of the vaginal opening.

Males: Usually have no symptoms or only a slight discharge.

Treatment: Oral medication.

Venereal Warts

Symptoms: Warts are the result of a virus spread during sexual contact. In moist areas like the vulva, they are usually pink or red and soft. They often grow together in little clusters.

In dry areas such as the penis, the warts are small, hard, and yellowish grey.

Treatment: A locally applied treatment easily destroys the warts.

Crabs (Pubic Lice)

Symptoms: About the size of a pinhead, the lice live and breed in the pubic hair, causing an intense itching. Can be spread through bodily contact as well as bedding, clothing, toilet seats, or towels.

Treatment: Wash the affected area with a preparation that kills the adult lice and their eggs.

Scabies

Symptoms: An infection caused by a tiny mite that burrows under the skin, causing intense itching and redness of the skin.

Signs and Symptoms of STD

Any of the following can indicate to a person who is sexually active that she or he may have an STD and should consult a doctor or clinic. Note that females often and males occasionally have an STD without physical symptoms.

Redness or soreness of the genitals

Pain at urination; cloudy or strong-smelling urine

Unusual discharge from the penis or vagina

A sore or blisters on or around the genitals, near the anus, or inside the mouth

Excessive itching or a rash

Abdominal cramping

A slight fever and an overall sick feeling

A sexual partner with symptoms.

STD Prevention

The only completely effective preventive measure is to abstain from close sexual contact. While this refers primarily to sexual intercourse, any open wound touching broken skin can result in STD. There are several ways to prevent getting STD.

For the greatest protection: avoid sexual activity and/or use condoms routinely.

For minimal protection: inspect your partner's genitals; wash genitals after sexual intercourse; urinate after sexual intercourse; use contraceptive foams, jellies, and creams; routinely have a medical examination.

Appropriate Response to STD:

Seek medical treatment immediately.

Inform all of your sexual partners.

Encourage partner(s) to get treatment.

Abstain from sexual contact while infectious.

Activity 123
FILM: STD FACTS

Purpose: To help students learn information that will help them avoid getting or spreading STD. (Objectives #1, 2, 3)

Materials: 16mm projector and film:
"V.D.: Old Bugs, New Problems" [Alfred H. Higgins] or
"A Half Million Teenagers Plus" [Churchill Films] or
"V.D. and Women" [Perennial Education].

Time: 45 minutes.

Planning Note: Before showing any film to your students, preview the film yourself and obtain approval from the administrator.

For guidelines on selecting and using films in sexuality education and a brief description of each film mentioned in this curriculum, see Appendix B.

Procedure: As you preview the film, develop a list of questions to add to or replace those listed below. Introduce the film; stress that it is not important to remember the names and details of each disease, but it is important to know the general symptoms and to seek help if you find that you or your partner has any symptoms. Show the film and discuss it.

Discussion Points:

1. Why might it be difficult to tell your partner if you had STD?
2. Why might it be difficult to tell your parents if you had STD?
3. How would you feel if you had STD?

Activity 124
STD HANDSHAKE

Purpose: To demonstrate how easily sexually transmitted disease can become epidemic. (Objective #1)

Materials: Index cards and pencils.

Time: 20-35 minutes.

Procedure: Mark only one index card with an x, and leave the rest blank. Give each student an index card (including the one with an x) and pencil. Instruct students to shake hands with five group members. With each handshake, the two individuals sign each other's cards. At the end of the activity, each student should have five signatures on his or her card.

When they have finished shaking hands, announce that one card has an x representing a sexually transmitted disease. Ask the person with the x to stand up and read the five names on his or her card, disclosing those who have contracted the disease. Instruct these five individuals to stand and read the names of those with whom they shook hands after shaking person x's hand. Continue until all infected people are identified. If a name reappears, ask the person to raise his or her hand to demonstrate reinfection.

Variation 1: Write condom on two cards, Herpes on one, and gonorrhea on another. Follow the above procedure, but separate those who contract Herpes and those who contract gonorrhea. The individuals with the condom cards do not get on the list of individuals with gonorrhea. This variation demonstrates the preventive value of the condom with gonorrhea, and the difficulty in protecting oneself from Herpes.

Variation 2: If you have more than 20 people in the group, write several different letters representing different sexually transmitted diseases on different cards. Include enough letters so that roughly the correct proportion of participants get a sexually transmitted disease.

Discussion Points:

1. Emphasize that STD is almost always contracted through personal sexual contacts, although Herpes can be contracted in others ways.
2. Discuss how fidelity versus indiscriminate sexual behavior affects STD rates.
3. What are the difficulties in preventing the spread of STD (difficulty in detection; difficulty in informing past and future partners)?
4. How is Herpes affecting sexual behavior?

Activity 125
FILM: STD PROBLEMS

Purpose: To help students become more aware of attitudes about sexually transmitted diseases. To help students communicate about STD. (Objectives #2, 4)

Materials: 16mm projector and film:
"Cindy and Jack" [Planned Parenthood of East Central Georgia] or
"A Lonely Way Back" [Cine-Image Films].

Time: "Cindy and Jack," 20 minutes; "A Lonely Way Back," 30-40 minutes.

Planning Note: Before showing any film to your students, preview the film yourself and obtain approval from the administrator.

For guidelines on selecting and using films in sexuality education and a brief description of each film mentioned in this curriulum, see Appendix B.

Procedure: Introduce either film and show it. If you choose the trigger film "Cindy and Jack," prepare students for the fact that the film is very short. Afterwards, ask students to take out a sheet of paper and compose an I-Message that either Cindy or Jack could have used during the film. Have students form triads. Ask two people -- preferably a boy and a girl -- to roleplay the scene in the film during which Jack tells Cindy that he has gonorrhea. Both participants in the roleplay should use I-Messages. The third person in the triad should observe and then comment on the effectiveness of the communication. Bring the large group back together to discuss their roleplays.

Discuss the following points after either film.

Discussion Points:

1. How might contracting STD affect self-esteem?
2. Why might communication break down between a couple when one partner contracts STD?
3. How can communication be improved?

Activity 126
COMMUNICATION AND STD

Purpose: To allow students to practice effective communication about sexually transmitted diseases. (Objective #2)

Materials: Index cards explaining individual roles.

Time: 35-50 minutes.

Planning Note: Be sure this activity is appropriate for your class and community.

Procedure: Inform students that they will be involved in roleplaying today. This activity will help them improve their communication skills in a stressful situation. If necessary, briefly review the communication techniques presented in Unit II.

Divide the class into groups of four members. Two or three people will act in the roleplay while one or two people observe.

Distribute the "Player" index cards to the individuals who volunteer to roleplay in each group. The individual player is the only one to see the instructions for his or her part. One card will indicate who is to begin speaking.

Now read the "Setting" to the whole class and allow time for them to roleplay. After each roleplay, give the players time to discuss their reactions to their roles. Then allow the observers to respond.

Setting #1: Dana and Sandy are sophomores in high school. They are taking a family life class and have just started the unit on sexually transmitted disease. They are discussing their feelings about the unit after school at the beach.

Player #1: Dana -- You have mixed feelings about learning about STD. You feel that it's disgusting and inappropriate to discuss STD in mixed company. Still, you don't want to seem like a prude. (You speak first.)

Player #2: Sandy -- You feel it's really great to be taught about STD. You are aware of a number of people who already have it. You don't want to give the impression that you personally need the information.

Discussion Points:

1. What is it like when a good friend disagrees with you?
2. Why does the subject of STD make some people nervous?
3. What are the consequences of learning about STD?

Setting #2: John is a senior in high school. He has been dating Mary for about 6 months. He is visiting his friend Roger at Roger's house. Mary is at her home.

Player #1: John -- You have been dating Mary for about 6 months. You are having sexual intercourse with her. You have not had sex with anyone else since you began seeing Mary.

Player #2: Roger -- You have been dating and having intercourse with Mary during the last couple of months. You know she is also dating John and that he does not know about you. You just came from the clinic where you found out that Mary gave you gonorrhea. You want to tell John that he may have gonorrhea. Decide how to talk with him and how you want to deal with Mary. (You speak first.)

Player #3: Mary -- You have been dating John for about 6 months. You have been having intercourse with him. He believes you are not seeing anyone else. You have also dated and had intercourse with Roger over the last couple of months. (You are available on the sidelines if John wants to talk with you.)

Discussion Points:

1. What do you think about the way Roger handled this situation?
2. How could it have been handled differently?
3. What are the responsibilities of two people who decide to have sex together?
4. Remind the group that women are often asymptomatic.

Setting #3: Pete and Joan are seniors in high school. They have been going together for a long time and not dated anyone else. They are sitting on Joan's porch after school.

Player #1: Joan -- You have been dating and having intercourse with Pete for a long time.

Player #2: Pete -- You have been dating and having intercourse with Joan for a long time. You went to a party, got drunk, and ended up having sex with someone else. That person just told you she has a sexually transmitted disease. You have to tell Joan you both need to get checked for it. (You speak first.)

Discussion Points:

1. Why is it so hard to tell someone that they may have STD?
2. What are some other issues that the couple has to deal with?
3. How might this problem affect their relationship?

Setting #4: Lisa and Gary are sophomores in college. They have been dating and having intercourse for 8 months. During this time, they agreed not to date anyone else. They are at Gary's apartment.

Player #1: Lisa -- You have just found out you have gonorrhea. Although you agreed not to date anyone else, you have had other sexual partners besides Gary. You need to tell him to get tested for STD, but do not want him to know about your other partners. (You decide whether to speak first or not.)

Player #2: Gary -- You have just found out you have gonorrhea. Although you agreed not to date anyone else, you have had other sexual partners besides Lisa. You need to tell her to get tested for STD, but do not want her to know about your other partners. (You decide whether to speak first or not.)

Discussion Points:

1. How clear was the communication in this roleplay?
2. What issues did the couple have to deal with?
3. How might this problem affect their relationship?

Setting #5: Tom and Sue are juniors in high school. They have been dating for about 4 months. They are walking home together after school. It is a nice sunny afternoon.

Player #1: Tom -- One year ago, you contracted Herpes Simplex II. You have had only two outbreaks in the past 6 months. You have been dating Sue for 3 months, and she is expressing interest in having sexual intercourse. You care for her very much, but you are afraid she'll reject you if she knows the truth.

Player #2: Sue -- You are in love with Tom. He is a bright and honest man. He has told you about his sexually active past, but you also know that since he started dating you, he hasn't seen anyone else.

Discussion Points:

1. What did you think about the way Tom handled this situation?
2. What responsibility does he have to Sue?
3. What impact might this problem have on the relationship?

Activity 127

COMMUNITY AGENCIES AND RESOURCES

Purpose: To have students identify the various community agencies and their respective services. (Objective #3)

Materials: Index cards with one situation written on each one, five copies of the telephone company's yellow pages.

Time: 30-45 minutes.

Procedure: Divide students into small groups. Give three index cards to each group. Ask them to discuss where the teenagers in each situation can go for help. Tell students to give specific names and addresses of agencies if possible. They can consult the yellow pages for help.

Situation #1: Greg doesn't feel as if life has anything to offer. He often wishes he could die. In fact, several problems would be solved if he were to die. Who can help Greg?

Situation #2: Sarah has just received a call from her best friend Jane. Jane was so hysterical that Sarah was not certain what had happened to Jane, but it sounded as though Jane had been raped. How can Sarah help Jane?

Situation #3: Alex and Jill have been dating for 2 years and have just broken up. Jill has just missed her period and is very concerned. She doesn't know where to turn at this time. She is 15 years old. Who can help Jill?

Situation #4: Karen has just discovered she is pregnant. After very careful consideration, she has decided she would like to give up her baby for adoption. Where can Karen turn for help?

Situation #5: After having sex with two different girls, Bill developed a small sore in the genital area. The sore disappeared in a couple of weeks, but a friend told Bill he should get checked for STD. Where might Bill seek help?

Situation #6: Paula and Frank have been going out together during the summer. At the end of the summer, Paula is leaving to go to a private girls school. They both really care about each other and are very sexually attracted to one another. They decide to have sex, but only after Paula gets a birth control method. Where can she go? What could Frank do if he decided to use the birth control?

Discussion Points:

1. What was the problem in each of the situations?

2. What agencies might provide help? (List on the blackboard the telephone numbers and addresses for agencies mentioned. Supplement the resources students find with information from your own files.)
3. If you seek an agency's services, will information about you be kept confidential?
4. What services can an individual who is under age receive from the various agencies?

UNIT XI

REVIEW AND EVALUATION OF COURSE

Overall Goal

To review important information in the course and encourage students to apply their learning to their own lives.

Rationale

Many students have never taken a family life education course. Thus, this kind of class has probably been new and challenging for most of them. They have been asked to identify their values and discuss them with their peers and family. They have explored the consequences of various behaviors and learned a process for making decisions. Now the class is ending. This unit will remind them of the important information that they have learned. It will also provide them with the opportunity to consider the impact of the course on their lives and behavior. It is also a time to administer written or oral evaluations.

Behavioral Objectives

Students will:

1. Become more aware of what they have learned in the course.
2. Identify the impact of this course on their lives.

UNIT CONTENTS

Activity Number and Name	Time Required (Min.)	Objectives to Be Achieved	Recommendations for Planning
128 Review and Evaluation	20	#1, 2	Conduct one or more to help students evaluate what they have learned in the course. It is unnecessary to conduct them all.
129 "I Learned" Statements	5-15	#1, 2	
130 Goals and Expectations	20	#2	
131 Lasting Impressions	30	#2	
132 Self Evaluation	20	#1	

Activity 128
REVIEW AND EVALUATION

Purpose: To provide closure and continuity; to assist the students to examine and clarify what they have learned. To provide an opportunity for additional last-minute questions. (Objective #1)

Materials: Blackboard and chalk.

Time: 20 minutes.

Procedure: Before class, write out the topics you have covered in the class.

Discuss the list, asking students to describe what went on during each session, what they felt the main points were, and what they felt they learned.

Discussion Points:

1. What impact has this class had on your life?
2. Will you do anything differently as a result of this class?
3. Now that the class is over, with whom can you discuss sexual topics?

Activity 129
"I LEARNED" STATEMENTS

Purpose: To help students clarify and reinforce what they have learned. To get feedback from students. (Objectives #1, 2)

Materials: Blackboard and/or paper and extra pencils.

Time: 5-15 minutes.

Planning Note: You could use this exercise at the end of a class period, at the end of a unit, or at the end of a course.

Procedure: Explain that this exercise is to help students focus on what has been most helpful or significant for them during the course, session, or unit. It is their opportunity to evaluate the contents of the course.

Put the following incomplete sentences on the blackboard and ask the students to think about what they have just learned or relearned about sexuality, about themselves, or about their values. Ask them to complete the sentences.

In this course, I learned that ...
In this course, I wish I had learned more about ...
In this course, I was surprised that I ...
In this course, I noticed that I ...
In this course, I wish I hadn't learned about ...
In this course, I was pleased that I ...
In this course, I discovered that I ...
In this course, I was displeased that I ...

Ask volunteers to share their "I Learned Statements" with the total class.

Alternative: If time is limited, the teacher can simply go around the room, asking students to spontaneously complete the incomplete phrase. As always, remind them that they can choose to pass.

Activity 130
GOALS AND EXPECTATIONS

Purpose: To help students evaluate the goals that they have met during the course. To help students determine whether their expectations for the course were met. (Objectives #1, 2)

Materials: Cards that were collected during the first week of class (Activity 8, "Expectations").

Time: 20 minutes.

Procedure: Recall the first week of class when students wrote down their expectations of the course. Return their cards and discuss the following points.

Discussion Points:

1. What were your expectations for the course?
2. Were they met?
3. What do you still want to learn?
4. What was your goal for the semester?
5. Did you accomplish it?
6. If not, was the goal realistic?
7. What would you do differently the next time?

Activity 131
LASTING IMPRESSIONS

Purpose: To encourage positive sharing among students. To help students recognize their impact on one another as they end the program. (Objective #2)

Materials: Paper or large index cards, fine point magic markers, masking tape.

Time: 30 minutes.

Procedure: Explain the purpose of the activity and give each person a card to tape on their backs. Ask students to write something positive (a compliment) on the backs of four people; ask them to sign their compliments. If someone already has four statements on their card, they should not be given any more. After everyone has received four compliments, ask participants to sit down, read their cards, and choose the one compliment that means the most to them.

Read the compliment from your own card that has the most meaning and state why. For example, "I really value John's compliment -- that I made him feel accepted even when he was alone in disagreeing with the rest of the group -- because that is something I work hard to do." Now ask students to read the compliments they have chosen and to thank the giver in whatever way they are comfortable. This might be saying thank you, giving a hug, a handshake, a punch on the arm, whatever the person is comfortable with. Make sure that everyone gets to read the compliment that they value.

Discussion Points:

1. How did you feel about this activity?
2. What did your own choice tell you about your values?
3. Are your impressions of people different now than they were at the beginning of the course? Have students take out their sheet of "First Impressions" and compare.
4. How do you feel about the course ending?

Activity 132
SELF EVALUATION

Purpose: To encourage students to evaluate ther own learning and accomplishments in the course. (Objective #1)

Materials: Handout 41, "Self Evaluation."

Time: 20 minutes.

Planning Note: If necessary, modify the handout to reflect your criteria for grading.

Procedure: Distribute the handouts, asking students to complete them honestly and carefully. Explain that you will take their perception of their performance into consideration when you determine their grades.

Discuss the form privately with each student. Ask them to use the communication skills that they have learned during the course.

Discussion Points:

1. What have you gained by taking this course?
2. What did you like about the course?
3. What did you dislike about the course?

Handout 41

SELF EVALUATION

Name ________________________

Marking Period _____________

Please circle or fill in the appropriate answer.

1. I participate in oral discussions:
   a. daily c. seldom
   b. frequently d. never

2. I complete assignments when due:
   a. always c. seldom
   b. sometimes d. never

3. When I am absent from class, I complete homework assignments and make every effort to find out what I missed:
   a. always c. seldom
   b. sometimes d. never

4. If I am falling behind in my course work, I make an effort to get extra help:
   a. always, if I need it c. seldom
   b. sometimes d. never

5. If I do not participate orally, I pay attention to discussions and never do homework for other classes, write letters, or create disturbances of any kind:
   a. always c. seldom
   b. sometimes d. never

6. If you have answered any of the above questions seldom or never, how could you improve your grade for the next marking period?

7. For this marking period, I feel my answers to all of the above indicate my grade or scores to be:

   _____Attendance

   _____Participation

   _____Written assignments

   _____ Tests

   _____Overall grade or score I deserve

   _____Grade or score assigned

8. Do you have any additional comments, such as class materials, movies, lectures, or activities that you have liked or disliked?

APPENDIX A

SAMPLE WRITTEN ASSIGNMENTS AND COURSE DESCRIPTION

Book Review

Read a book (fiction or nonfiction) related in some way to sexuality and write a 400-600 word evaluation which includes:

1. The author's point of view
2. Messages the author conveys about love, relationships, and roles of men and women
3. Your personal reaction to these messages (agree, disagree, unsure)
4. What you gained from reading the book.

Magazine Review

Read one issue of any popular magazine and write an evaluation (400-600 words).

1. Describe the types of articles; discuss briefly some of the concepts the articles convey.
2. Give your impression of the manner in which "sexuality" is treated, what values are conveyed.
3. Describe how the magazine deals with sex and human relationships.
4. Analyze some of the advertisements. Describe the audience the advertisements were developed for and what impression the reader would be left with.
5. Evaluate more thoroughly the article you found most interesting. Discuss your own personal insights and reaction to it.
6. Describe the effect you think this magazine would have on:
   - teenage boys
   - teenage girls
   - adults
   - societal norms or values.

Research Paper

Research one topic related to human sexuality, marriage, and family life that is of special interest to you. Use at least four references that give information about the topic you have chosen.

1. Present factual information as well as attitudes related to the topic. Be sure to summarize all sides of the issue.
2. Include your own view of the issues.
3. Footnote all references.
4. Use a university library to get reference materials if necessary.
5. Before beginning to work, set up a meeting with the leader to get approval for your topic and suggestions for references.

Remember, this is a research paper; that is, you must gather information and pull it together in an understandable, informative manner. If you copy anything directly from a reference, the quote should be identified by quotation marks and a footnote that provide the sources of the quote. As you write, indicate your own ideas and thoughts about the material.

Journal

Keep a journal of your feelings, attitudes, and ideas to hand in approximately every 2 weeks. You may write in the journal any reactions that you have to class discussions, TV programs, conversations with people outside of class, or any thoughts or feelings that pop into your mind about sexuality issues. The journal will be confidential and will not be read by anyone but the teacher.

Weekly Reaction Paper

NAME ________________________________ DATE ____________________

1. What was the best thing that happened to you this week?

2. What was the worst thing that happened to you this week?

3. Whom did you get to know better this week and how did it happen?

4. What was something you learned about yourself this week?

5. How could this week have been better?

6. What did you put off doing this week that you should have done?

7. Identify a decision or choice you made recently and discuss how it worked out.

8. Additional comments:

Sample Human Sexuality Course Outline

Fall Semester

Human Sexuality Course Description

This course focuses upon social, sexual, and health issues currently facing men and women. It will help students to better understand themselves and their friends and may improve their ability to direct their own lives. The philosophy and design of the human sexuality program is consistent with the beliefs, goals, and objectives of the school district.

Beliefs About Human Sexuality and Sexuality Education

1. Sexuality is a part of each person's total being.
2. Clarity about one's values and goals leads to behavior that is consistent with personal standards.
3. Effective decisionmaking, communication, and conflict management skills increase the quality of relationships.
4. All persons should be treated with respect, regardless of sex, race, class, age, religion, or personal beliefs.
5. It is wrong to take unfair advantage of others, to exploit them, or to pressure them to do things against their will or values.
6. People should be responsible for their behavior and its consequences.
7. Sexuality education is an on-going process that should include parents.

Broad Goals for Students

1. To broaden students' knowledge about the physical, psychological, social, and moral aspects of human sexuality.
2. To broaden students' understanding and skills in interpersonal communication and decisionmaking.
3. To improve students' communication with peers, parents, and significant others.
4. To increase students' understanding of personal, family, and society's values.
5. To increase responsible decisionmaking about social and sexual behavior.
6. To reduce unintended pregnancies and sexually transmitted disease.
7. To increase students' self respect.

Textbooks

(Note: Some teachers use a textbook for family life education programs. If you decide to, be sure to get approval from the school administration and a parent advisory group.)

Curriculum Itinerary

Date	Topic
Week 1	Introduction to Sexuality
Week 2	Communication Skills Part I: Self Awareness
Week 3	Communication Skills Part II: Awareness of Others (Parents' Meeting, 8:00 P.M., Room 123, High School)
Week 4	Communications Skills Part III: Conflict Management
Week 5	Anatomy and Physiology
Week 6	Values
Week 7	Values continued; activities for National Family Sexuality Week
Week 8	Self Esteem
Week 9	Human Sexual Response
Week 10	Adolescent Relationships
Week 11	Adolescent Pregnancy and Parenting
Week 12	Pregnancy Prevention Decisionmaking
Week 13	Pregnancy and Birth
Week 14	Sexually Transmitted Diseases
Week 15	Advanced Conflict Management/Decisionmaking Student Presentations
Week 16	Review and Evaluation

Grading

Late work will be accepted and make-up tests will be given to students with excused absences up to five school days. Students who have prior knowledge of an absence should make arrangements before the assignment or test is due.

Final grades will be earned according to the following criteria:

35% Tests: Students will take five objective tests and some unannounced "pop" quizzes.

35%, Essays and Short Projects: Students will write five-paragraph essays and will complete short projects. Guidelines and criteria for evaluation of essays shall be consistent with the English department of the high school. Detailed directions with examples will be given to explain the assignments.

10%, Position Paper/Oral Presentation: Students will pick a controversial topic, review the literature, develop a thesis statement, and write no more than ten pages to defend their position. Students will use four appropriate sources for evidence. Specific instructions will be given, including examples.

Students will explain their position paper to the class and then demonstrate effective communication skills in dialogue with the teacher who will play the devil's advocate.

10%, Class Participation:

1. Students will get to class on time.
2. Students will show respect to the other students, the teacher, and school by following school rules.
3. Students will use I-Messages, active listening, decisionmaking skills, and negotiation skills in the classroom.
4. Students will maintain confidentiality regarding classmates.
5. Students will take responsibility for their own learning by listening carefully while assignments and directions are given.

10%, Final Examination: Students will take a final exam.

APPENDIX B

GUIDELINES FOR USING FILMS AND AUDIOVISUAL RESOURCES

Guidelines

In preparing to show films, carefully preview the ones that interest you, and then select those that are most appropriate for your group. Pay attention not only to the film's content but also to its setting (suburban or inner city), type of language used, quality of acting, style of clothing, and the racial composition of the cast. A film which features extremely articulate, white suburban teenagers would probably be poorly received by a street-wise group of urban teenagers. Films that are clearly outdated or poorly acted are readily dismissed.

When selecting a film, ask yourself the following questions:

1. What are the objectives of the session? Does the film help accomplish them?
2. Is the film up-to-date in information, language, style of dress, etc.?
3. Are the characters and situations realistic enough for teenagers to identify with them?
4. For what age group is the film suited?
5. Has my administration or sponsor approved it?

Keep in mind that there are no perfect films. If the film is entertaining, relevant to your objectives, and a good stimulant to discussion, it may be useful even if it has a few minor flaws.

Audiovisual Resources

A Baby Is Born. Producer/Distributor: Perennial Education, Inc., 1973, 23 min., Color, $360, Grade Level: 9-12.

Designed to inform future parents about normal childbirth. Follows the final stages of the birth of a young couple's first child. Discusses problems common to first births, such as late deliveries and long labor periods. An optional epilogue shows a postnatal visit in which the obstetrician discusses contraception. (White characters.)

Acquaintance Rape Prevention Materials. Producer: Oralee Wachter. Distributor: O.D.N. Productions, 1978, Color, $490, Grade Level: 8-12.

A collection of four films with accompanying teachers' guides, student materials, and discussion posters. (Racially mixed characters.)

The Party Game: (9 min.) Kathy, a White teenage girl who has just broken up with her boyfriend, meets Mark at a party. What she fails to communicate after Mark's advances leads to sexual assault.

The Date: (7 min.) A Black couple, Raymond (20) and Charlotte (16), have just come in from a date to celebrate her 16th birthday. Their different expectations of how a "perfect evening" should end demonstrate how sex role stereotyping can lead to rape.

Just One of the Boys: (8 min.) After a big game, Mike, who is sexually naive, is pressured into joining his teammates on a date with Josie, a girl with a "bad reputation." Mike is placed in a tough situation when his friends insist that he join their sexual attack upon Josie.

End of the Road: (10 min.) Jenny's car breaks down on a deserted road and Dan, a familiar face from summer school, stops to help her. Jenny's assertiveness prevents an attack.

Adolescent Conflict: Parents Vs. Teens. Producer/Distributor: Media Fair, Inc., 1977, two Filmstrips, two Cassettes, $69, Grade Level: 9-12.

Assures students that conflict is a natural part of the process of maturation and originates in the search for independence during the adolescent years. Part one, "Understanding the Conflict," presents the causes and manifestations of parent/child conflicts. Part two, "Dealing With the Conflict," uses the theories of transactional analysis to explain the communication problems between parents and teenagers. Gives practical advice to teenagers who wish to negotiate more successfully with their parents. (Racially mixed characters.)

Adrianne's Man. Producer: Viscount Productions. Distributor: Planned Parenthood of Memphis, 1979, 4 min., Color, $65 or $265 for five films, Grade Level: 7-12.

This trigger film portrays a 15-year-old Black teenager, Adrianne, involved with an "older man." Her older brother Sam is convinced that Adrianne is headed for trouble if she continues to see Jerry. Useful for stimulating a discussion of the advantages and disadvantages of teenagers' dating persons considerably older than themselves. (Black characters.)

A Half a Million Teenagers ... Plus. Producer/Distributor: Churchill Films, 1974, 17 min., Color, $265, Grade Level: 7-12.

Gives a complete explanation of syphilis and gonorrhea, including diagnosis, treatment, and the feelings that often accompany the need to seek medical treatment. Includes interviews with teenagers and medical personnel and ends with discussion questions. (Racially mixed characters.)

A Little Help from My Friends. Producer/Distributor: Agency for Instructional Television, 1980, 15 min., Color, $25 rental, Grade Level: 15-17.

Explores the meaning of friendship. Shows the ups and downs of a relationship between two Hispanic boys. While the two boys are quite different, there are many reasons why they are friends. As the film progresses, it becomes more and more obvious that the boys' differing values cause many problems within their relationship. The two characters are attractive, charming, and believable. Even though the cast members are Hispanic and have slight accents, the story line is universal and would be relevant to a wide variety of audiences. (Ethnically mixed characters.)

A Lonely Way Back. Producer/Distributor: Cine-Image Films, Ltd., 1974, 22 min., Color, $300, Grade Level: 7-12.

Unlike most films on STD, this film depicts the psychological effects on a teenaged girl who has the disease. Through the use of fantasies and flashbacks, Janet explores the effects on her self esteem and her relationships with her boyfriend, parents, and a girlfriend. (White characters.)

A Matter of Respect. Producer/Distributor: Blackside Films, 1980, 18 min., Color, $165, Grade Level: 7-12.

Designed to emphasize the male role in sexual responsibility. Focuses on the relationship between Tommy and Angela who decide to have intercourse. Angela becomes pregnant, but Tommy concludes that "it is not my problem." Even though Tommy ultimately decides to share responsibility with Angela, there are few examples in this film of teenage men being responsible for their own sexual behavior. On the other hand, some excellent documentary sequences are interspersed throughout the film: rap sessions with teenage mothers and with young men in a Planned Parenthood program in Chicago, interviews with teenaged men, and excerpts from a speech on sexual responsibility by Jesse Jackson. (Ethnically mixed characters.)

Am I Normal? Producer/Distributor: New Day Films, 1979, 22 min., Color, $375, Grade Level: 5-9.

In this humorous film, 13-year-old Jimmy tries to discover the "real story" behind the changes that his body is going through. Despite the pressures to "be cool" and "know all the answers," he finally finds some friendly adults who answer his questions about erections, wet dreams, masturbation, and other common concerns of boys. (Ethnically mixed characters.)

Are We Still Going to the Movies? Producer: Tom Lazarus. Distributor: McGraw-Hill Films, 1974, 14 min., Color, $205, Grade Level: 9-12.

The theme of this trigger film is adolescent sexual conflict. Portrays a teenage couple, Jack and Dana, who are on a picnic. Dana wants to eat and talk, but Jack's motivation is purely sexual. Jack becomes sexually aggressive and becomes angry when Dana rebuffs him. Intended to stimulate discussion and thought. (White characters.)

Cindy and Jack. Producer/Distributor: Planned Parenthood of East Central Georgia, 1976, 3 min., Color, $50, Grade Level: 7-12.

A man tells his girlfriend that he has gonorrhea. The old dilemma of "who gave it to him" is the theme of this trigger. Although the acting is a bit stilted, the film is excellent for stimulating discussion. (Black characters.)

The Date. Producer/Distributor: Little Red Film House, 20 min., Color, 1978, Grade Level: 9-17.

Explores common fears and anxieties related to adolescent dating relationships. After elaborate preparation for a romantic evening, Laurie and Rob get into an argument. Afterwards, they both reveal some of their inner feelings and realize that they are on the verge of a new deeper, more meaningful, dating relationship. (White characters.)

Dear Diary. Producer/Distributor: New Day Films, 1981, 24 min., Color, $375, Grade Level: 5-8.

This humorous film focuses on the issues that concern many young adolescent girls. Three friends explore their feelings about boys, female roles, breast development, menstruation, and growing up. While the film successfully gives information through humor, some find a few of the scenes corny. The mother in the film is portrayed as a totally inadequate resource for her daughter. (Ethnically mixed characters.)

Everyday Miracle: Childbirth. Producer/Distributor: Films Incorporated, 1980, 27 min., Color, Grade Level: 7-12.

A film about prenatal development and the birth process. Shows actual photography of fertilization and prenatal development in the uterus. Follows a woman through her pregnancy and delivery. (White characters.)

Face to Face: Dealing with Conflict. Producer/Distributor: Agency for Instructional Television, 1980, 15 min., Color, $25 rental, Grade Level: 7-12.

From the "On the Level" series. Explores conflict within a peer relationship. The editor of the school newspaper leaves her friend with an enormous amount of work while she visits a college campus for the weekend. When the editor returns she takes credit for the work that has been done. Her friend feels angry and used. The film ends as the conflict erupts. The situation and the characters are realistic. A wide variety of adolescent audiences would relate well to this film. (Ethnically mixed characters.)

Four Pregnant Teenagers: Four Different Decisions. Producer/Distributor: Sunburst Communications, 1982, four Filmstrips, four Cassettes, Color, $149, Grade Level: 7-12.

Dramatizes difficult decisions faced by four pregnant teenagers. Encourages viewers to weigh the emotional, ethical, and financial problems involved in the four options available to the pregnant teenager: adoption, marriage, single parenthood, and abortion. (Racially mixed characters.)

Free to Be ... You and Me. Producer: Marlo Thomas and Carole Hart for Ms. Foundation. Distributor: McGraw-Hill Films, 1974, 42 min., Color, $695, Grade Level: K-12.

Produced for television, this film encourages young people to develop their personalities free of sex role stereotypes and to aim for self-actualization. Celebrities that appear in the film include Alan Alda, Harry Belafonte, Mel Brooks, Rita Coolidge, Roberta Flack, Roosevelt Grier, Michael Jackson, Kris Kristofferson, Bobby Morse, The New Seekers, Tommy Smothers, Marlo Thomas, and Cicely Tyson. (Racially mixed characters.)

Growing Up Young. Producer: Koch-Marschall Productions. Distributor: Perennial Education, Inc., 1980, 22 min., Color, $360, Grade Level: 7-12.

Explores the special problems of adolescent sexuality and the need for friendship and approval in making decisions about sex. Four teenage women, all seemingly well educated and from middle class homes, make different decisions about their relationships with their boyfriends, ranging from deciding not to have sex to having sex, getting pregnant, and consequently deciding to get married. (Racially mixed characters.)

Happy to Be Me. Producer/Distributor: Arthur Mokin Productions, 1979, 25 min., Color, $425, Grade Level: 4-12.

Based on a survey of more than 600 New York City public school children, this film provides an objective view of young people's attitudes toward male and female gender roles. Students of different ages and different races voice a variety of attitudes ranging from traditional to non-sexist. The range of attitudes that are expressed and the spontaneity of the interviews make this film a stimulating discussion starter. (Ethnically mixed characters.)

Human Growth III. Producer: Wexler Film Productions. Distributor: Perennial Education, Inc., 1976, 20 min., Color, $332, Grade Level: 5-8.

Describes the changes in the human body from birth to physical maturity, adolescent feelings, and reproduction. Contains unusually good drawings of reproductive organs in the body, includes interesting questions asked by young teenagers, and shows a brief live birth scene. Several segments where young married couples are interviewed about their childrearing plans may be tedious for the younger viewer. (Racially mixed characters.)

It's My Decision as Long as It's What You Want. Producer/Distributor: McGraw-Hill, 1974, 14 min., Color, $235, Grade Level: 7-12.

Depicts in a realistic manner the communication difficulties that often occur between parent and adolescent. Jane and her mother cannot understand each other. Mrs. Dalton doesn't think that Jane is mature enough to handle the freedom that she desires so badly. (White characters.)

It's Up to Laurie. Producer: Gordon-Kerckhoff Productions. Distributor: Centron Films, 1979, 21 min., Color, Grade Level: 7-12.

Focuses on interpersonal relationships and attitudes toward dating and premarital sex. Depicts parent/child communication in three different family styles: authoritarian with little communication, permissive with little communication, and democratic with open lines of communication. In each family style the daughter, Laurie, has a different attitude about herself and her boyfriend, Jimmie. Although the acting is occasionally stilted, the film has been used effectively with both parents and teenagers from middle class backgrounds. Group leaders should stress that children reared in similar family styles will not necessarily behave as Laurie did. (White characters.)

Killing Us Softly. Producer: Jean Kilbourne. Distributor: Cambridge Documentary Films, 1979, 28 min., Color, $475, Grade Level: 7-12.

Uses advertising clips to illustrate the impact of the media on our perceptions of male and female roles. With an interesting mixture of insight, humor, and outrage, commentator Jean Kilbourne shows the audience that individual ads that seem harmless and "cute" add up to a powerful form of cultural conditioning. Although Kilbourne concentrates predominantly on the image of White women in the media, there are several enlightening segments on men and Black women in her presentation. (Ethnically mixed characters.)

Labor of Love: Childbirth without Violence. Producer/Distributor: Perennial Education, Inc., 1976, 27 min., Color, $455, Grade Level: 7-12.

Describes the technique of childbirth popularized by Dr. Frederick Leboyer. Contrasts a traditional delivery with a Leboyer delivery from the perspective of the newborn. Includes explicit scenes of an actual delivery. (White characters.)

Linda's Film: Menstruation. Producer/Distributor: Phoenix Films, Inc., 1974, 18 min., Color, $295, Grade Level: 9-12.

Explores the taboos, assumptions, and prejudices about menstruation through the eyes of a teenage couple. Focuses more on attitudes toward menstruation than on giving facts. Indicates, perhaps falsely, that women rarely have any discomfort associated with menstruation. Intended to be humorous. Younger teenagers may not recognize the intended satire in various segments of the film. (White characters.)

Mark and Susan. Producer/Distributor: Planned Parenthood of East Central Georgia, 1976, 3 min., Color, $50, Grade Level: 7-12.

This widely-used trigger film shows a parked car with blurred movements inside. On the soundtrack, Mark tries to persuade Susan to have intercourse, and Susan resists. Although the voices and dialogue strike some teenagers as unrealistic, the film successfully generates discussion. (Ethnic background not identified.)

Men's Lives. Producer: Will Roberts and Josh Hanig. Distributor: New Day Films, 1975, 43 min., Color, $550, Grade Level: 7-12.

Describes how masculinity is stereotyped in America. Through interviews with men and boys and candid shots, explores the ways various individuals have dealt with the role of the ideal American "macho" male. Intended to spark discussion and raise consciousness. Unusually long film. (Racially mixed characters.)

Not My Problem. Producer/Distributor: Barr Films, 1979, 18 min., Color, $320, Grade Level: 7-12.

Presents the average teenaged boy's dilemmas and responsibilities related to sexuality. Dave is very believable as a 16-year-old who hasn't matured enough to take responsibility for a variety of his behaviors. For example, he borrows his brother's van and brings it back late, and he has sex with his girlfriend, Susan, without considering the consequences. (Racially mixed characters.)

OK to Say No: The Case for Waiting. Producer/Distributor: Sunburst Communications, 1980, three Filmstrips, three Cassettes, Color, $109, Grade Level: 7-12.

The approach of this filmstrip is exceptional in that it uses the stories of three teenagers to present the case for abstinence as a valid sexual option. Points out that "everybody" is not doing it, thus providing support to teenagers who are not yet having sex and are interested in waiting. (Racially mixed characters.)

Prisoners of Chance (Teenage Parents). Producers: Marc Sturdivant and Thom Eberhart. Distributor: Film Fair Communications, 1979, 23 min., Color, Grade Level: 7-12.

Based on real characters, this film dramatizes the lifestyles of several teenagers who have become parents. The first, Maureen, is an articulate young woman who had many problems and thought having a baby would improve her life. The second, Lynn, no longer sees the baby's father and lives with her mother with whom she struggles over parenting responsibilities. The last couple, Rick and Anna, got married during her pregnancy and decided to separate 2 years later due to emotional and financial strain. Considered one of the best films on teenage parenting. (Ethnically mixed characters.)

Running My Way. Producer/Distributor: Children's Home Society of California, 1981, 28 min., $395, Color, Grade Level: 7-12.

Focuses on the many sensitive issues, dilemmas, peer pressures, and decisions confronting a 14-year-old girl and her 15-year-old boyfriend. The heroine is so sweet and virtuous that some adolescents might not be able to identify with her. However, the dilemmas that are depicted are quite realistic and the film is well received by senior high students. (Racially mixed characters.)

Saying "No": A Few Words to Young Women about Sex. Producer/Distributor: Perennial Education, 1982, 17 min., Color, $306, Grade Level: 7-12.

Young women talk about their personal decisions to abstain from sexual behavior. They discuss their feelings about themselves and how they have been affected by their decision. (Racially mixed characters.)

Sex Role Development. Producer: Ziff-Davis Publishing Company. Distributor: McGraw-Hill Films, 1974, 23 min., Color, $305, Grade Level: 10-12.

Presents current theories about how children learn gender roles. Supports raising a child in a nonstereotyped, nonsexist environment. Shows a family and a preschool striving to minimize stereotypical thinking and behavior. (Racially mixed characters.)

Shelley and Pete ... (and Carol). Producer/Distributor: Modern Talking Picture Service, Inc., 1980, 22 min., Color, free loan or $119.37, Grade Level: 7-12.

Depicts the story of Pete and Shelley, two high school students who become teenage parents. The story line is compelling and realistic. Dramatic ending adds to the appeal for junior and senior high school students. (Racially mixed characters.)

The Story of Eric. Producer: University of Wyoming Audiovisual Service. Distributor: Centre Films, Inc., 1972, 40 min., Color, $325, Grade Level: 10-12.

Deals with a middle-class, professional couple's first pregnancy, labor, delivery, and birth in a documentary format. Discusses their expectations, emotional adjustments, and their preparation through Lamaze classes. Although the film does contain a few inaccuracies, it is a positive portrayal of childbirth. In particular, the couple's joint involvement and the husband's sensitivity make the film worthwhile. (White characters.)

Surrounded: Peer Group Relationships. Producer/Distributor: Agency for Instructional Television, 1980, 15 min., Color, $25 rental, Grade Level: 8-12.

This film from the "On the Level" series depicts the pain and the pleasure that youth experience as a part of a large peer group. As long as everyone agrees and follows the leader, this group functions beautifully. Eventually, two members of the group rebel for different reasons. They both must decide whether to be individuals and to do what they think is right or to give in to group pressure. One nice feature of the film is the racial mix of the group. Black and White teenagers work and play together in a warm and genuine manner. Also, while the group members seem to have fun together, their relationships are primarily platonic. Designed to stimulate discussion. (Racially mixed characters.)

Sweet Sixteen and Pregnant. Distributor: MTI Teleprograms, Inc., 1982, 28 min., Color, $450, Grade Level: 13-17.

Tells the story of five young girls who have wrestled with the problems and pressures of pregnancy. Each girl has made a different decision about the pregnancy: 15-year-old Carol marries the baby's teenaged father; 16-year-old Jackie is single with a 2-year-old; Debbie chooses to have an abortion; Renee puts the baby up for adoption; and 13-year-old Denise has the baby with the support of her family. Emphasizes the responsibilities and consequences of being sexually active. (Racially mixed characters.)

Teenage Father. Producer/Distributor: Children's Home Society of California, 1978, 28 min., Color, $350, Grade Level: 9-12.

This believable, powerful film is about the thoughts and feelings of a 17-year-old who has become a teenaged father. The young couple are shown talking with their parents and debating their options with a social worker. The film also explores the adolescent sexual milieu. Only the credits at the film's end reveal that the cast members are professionals and that the story is a dramatization. It is one of the most highly regarded and widely used films in this country. (Racially mixed characters.)

Teenage Mother: A Broken Dream. Producer: CBS News. Distributor: Carousel Films, 1979, 14 min., Color, $250, Grade Level: 7-12.

Presents the concise case history of a 15-year-old unmarried mother. Realistically shows the demands and confusion of teenage pregnancy and motherhood. (White characters.)

Teenage Pregnancy: No Easy Answers. Producer/Distributor: Barr Films, 1979, 22 min., Color, $320, Grade Level: 7-12.

A sequel to Not My Problem, this film focuses on 15-year-old Susan who has just found out that she is pregnant. Susan begins to explore the options of adoption, abortion, marriage, and single parenting with her counselor, doctor, and friends. Although Susan is more mature than many 15-year-olds, she is a responsible role model for other young women. (Racially mixed characters.)

Teenage Sex: How to Set Limits. Producer/Distributor: Sunburst Communications, 1982, three Filmstrips, three Cassettes, $129, Grade Level: 7-12.

Adapts principles of assertiveness-training to general and specific sexual situations. Affirms a person's right to act in ways that are morally and emotionally comfortable. (Racially mixed characters.)

Teen Sexuality: What's Right for You? Producer/Distributor: Perennial Education, Inc., 1976, 29 min., Color, $332, Grade Level: 7-12.

Teenage boys and girls who are visiting a large metropolis discuss a variety of sexual issues based on their own experiences and backgrounds. Near the end of the film, experts answer many of the questions that were raised in the small group discussions.

Too Soon Blues. Producer/Distributor: Cine-Image Films, Ltd., 1973, 24 min., Color, $300, Grade Level: 7-12.

Explores teenage sexuality as a young innercity Black couple begin a relationship and have sex without contraception. Portrays realistically the strained communication between a teenage boy and girl, each having different feelings and needs. Numerous other teens give their perspectives on premarital sex, the double standard, communication, birth control, and other topics. Although music and clothing are outdated, the film is still used, especially with urban teenagers. (Racially mixed characters.)

V.D. and Women. Producer: Crommie and Crommie, Inc. Distributor: Perennial Education, Inc., 1978, 17 min., Color, $287, Grade Level: 7-12.

Five women of different ages give information about sexually transmitted diseases. A medical professional describes female sexual anatomy. One of the women in the film is given the commonsense advice to look at her own body and get to know it well in order to be aware of any changes. Carefully shows the viewer how to locate professional help anywhere in the U.S. (Racially mixed characters.)

V.D.: Old Bugs, New Problems. Producer/Distributor: Alfred H. Higgins Production, 1976, 20 min., Color, $300, Grade Level: 9-12.

Discusses sexually transmitted diseases and the serious problems they can cause. Gives detailed information about gonorrhea, syphilis, herpes, trichomoniasis, monilia, venereal warts, crabs, scabies, and nongonococcal urethritis. Emphasizes prevention and early treatment. May give too much information for young people to retain. (Racially mixed characters.)

Wayne's Decision. Producer: Viscount Productions. Distributor: Planned Parenthood of Memphis, 1979, 4 min., Color, $65 or $265 for five films, Grade Level: 7-12.

Wayne (17) confronts his parents with the fact that his girlfriend, Donna, is pregnant. He wants to marry her but his distraught parents violently oppose his decision. Intended to stimulate discussions of decisionmaking around an unplanned pregnancy. May have special appeal to fathers. (White characters with heavy Memphis accents.)

What's To Understand? Producer: Planned Parenthood of Memphis and Viscount Productions. Distributor: Planned Parenthood Center of Memphis, 1979, 4 min., Color, $65 or $265 for five films, Grade Level: 7-12.

A Black teenage couple, Floyd and Laura, are alone in his family's apartment. Floyd pushes Laura to have sex but she resists. Their off-camera voices let the viewer know how they really feel about having sex together. Sexuality educators consider this an excellent trigger film. (Black characters.)

When Teens Get Pregnant. Producer/Distributor: Polymorph Films, 1982, 18 min., Color, $345, Grade Level: 7-12.

Pregnant adolescents discuss how they got pregnant and their feelings about the pregnancy. The girls give advice to other teenagers who might be considering having a baby. Very realistic. (Ethnically mixed characters.)

APPENDIX C

RESOURCES FOR PROFESSIONALS

Abbey-Harris, N., & Todd, K.R. Saying Goodbye to: The Birds, the Bees, and ... Telling the Real Story: A Guide for Parents. Santa Cruz, Calif.: Planned Parenthood of Santa Cruz County, 1980, $12.

Attempts to help parents remember their own adolescence -- their feelings, desires, hopes, and problems in relationships and in sexual decisionmaking. Requires the reader to participate in various exercises and quizzes. Urges parents to communicate with their children about sexuality. Exposes today's parents to the current range of lifestyles and sexual styles. Includes a glossary and basic information on anatomy.

Alter, J., & Wilson, P. Teaching Parents to be the Primary Sexuality Educators of Their Children, Volume IV: Curriculum Guide to Courses for Parents and their Adolescents Together. Springfield, Va.: National Technical Information Service, 1982.

A 12-hour course for parents and adolescents that includes six units covering communication skills, values, sexuality through childhood, sexuality in the home, and understanding one's own sexuality.

Benesch, J., Kapp, J., & Peloquin, J. Teaching Materials and Strategies. Washington, D.C.: Sex Education Coalition, 1981, 125 pp., $15.

Offers clear instructions for conducting learning activities on a variety of topics: anatomy and physiology, self esteem and decisionmaking, sex roles, relationships, contraception, sexually transmitted diseases (STD), sexual assault, pregnancy, and parenting. Compact, inexpensive, and easy to follow. Intended for urban populations but would be helpful to any educator.

Bignell, S. Family Life Education: Curriculum Guide. Santa Cruz, California: Planned Parenthood of Santa Cruz County, 1979, 226 pp., $15.

Designed to serve as a model for teachers setting up programs at the secondary level. It presents specific 10-session models for programs at both the junior and senior high school levels. Although the guide provides little actual content, it does present excellent teaching techniques and activities.

Bignell, S. Sex Education: Teacher's Guide and Resource Manual. Santa Cruz, California: Planned Parenthood of Santa Cruz County, 1977, 226 pp., $15.

Provides background information and teaching techniques for the following topics: reproductive and sexual anatomy and physiology, pregnancy and birth, homosexuality, pregnancy alternatives, and sexually transmitted diseases. Section on teaching techniques includes activities such as films, discussion, incomplete sentences, values continua, brainstorming, advantages, disadvantages, question cards. Manual includes film guides and bibliographies. Considered an excellent resource by sexuality educators.

Carney, C., & McMahon, S.L. (Eds.). Exploring Contemporary Male/Female Roles: A Facilitator's Guide. La Jolla, Calif.: University Associates, Inc., 1977, 296 pp., $14.50.

A book of readings, structured experiences, and questionnaires that encourage viewers to examine male/female roles in U.S. society.

Communication Research Associates. Communicate! A Workbook for Professional Interpersonal Communication. Dubuque, Iowa: Kendall/Hunt Publishing Co., 1978, 253 pp., $13.50.

A manual for teachers containing strategies for facilitating effective communication skills. To obtain the book, contact University Associates.

Dodds, J.M. Human Sexuality: A Curriculum For Teens. Rochester, New York: Planned Parenthood of Rochester, 1980, $20.

According to the author, this curriculum provides "information, resources, and suggestions for classroom activities so that the teacher can present a complete, comprehensive module for classes in science, biology, child development, and health." Begins with an introduction to the teacher that outlines the suggested program, offers suggestions for beginning a program in local schools, and provides a list of film distributors. Suggested topics include sexuality/roles, anatomy, pregnancy, pregnancy/birth, sexually transmitted diseases, responsibility, contraception, relationships, sexual response, parenting, unplanned pregnancy, homosexuality, and sexual assault. Each unit includes an introduction, background information, activities, resources, and a test or evaluation. The session on sexual response may be too controversial for some school districts. Author recommends choosing activities that will be most relevant to individual classes and acceptable to parents. Considered excellent by many sexuality educators.

Fox, G.L. The Family's Influence on Adolescent Sexual Behavior. Children Today. May/June, 1979.

Article on the impact of parent/child communication about sexuality.

Gordon, S. Facts About Sex for Today's Youth. Fayetteville, N.Y.: Ed-U-Press, 1979 (New Edition), $3.50.

An overview of sexuality for teenagers. Briefly discusses reproduction, love, premarital sex, male and female anatomy, sex differences, and other topics. The drawings and graphics are factual and clear enough although birth control methods are not discussed in detail. Expresses author's belief that it is not a good idea for teenagers to have sex and risk pregnancy, venereal disease, and emotional harm.

Johnson, D., & Johnson, F. *Joining Together: Group Theory and Group Skills*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1975, 480 pp., $11.95.

A textbook for teachers that provides the theory and experiences necessary to develop an understanding of group dynamics and effective group skills.

Johnson, E.W. *Love and Sex in Plain Language*. New York: Bantam Books, Inc., 1974, $1.95.

Discusses reproduction, heredity, fetal development, birth, sex differences, sexual intercourse, birth control, venereal disease, dating, and love in language that is easily understood by most teenagers. Many sexuality educators recommend this book.

Katchadourian, H. *The Biology of Adolescence*. San Francisco: W.H. Freeman and Company, 1977, 274 pp., $6.95.

Discusses the biological changes which mark the transition of a child into an adult including somatic changes, reproductive maturation, hormonal regulation, disturbances of puberty, and health hazards.

Katchadourian, H., & Lunde, D. *Fundamentals of Human Sexuality*, 3rd edition. New York: Holt, Rinehart, and Winston, 1980, 534 pp., $15.95.

A college-level text that provides an overview of human sexuality for use by teachers. Includes a good section on the biological aspects of human sexuality.

Kelly, G.F. *Learning About Sex: The Contemporary Guide for Young Adults*. New York: Barron's Educational Series, Inc., 1976, $3.95.

Discusses many important issues related to human sexuality including communicating about sex, marriage, and growing as a sexual person. Although the author indicates that his target audience is teenagers, the content seems extremely complex (the penis is described as "three cylindrical areas of spongy tissue") and often too abstract for the average teenager to read and comprehend easily. Intended for young adults but may be used with high school students with high reading levels. Includes exercises that can be carried out by the reader alone or in small groups in or out of the classroom. Many of these exercises, especially those related to communication and relationships, have been successfully carried out in education programs with adolescents.

Lewis, H.R., & Lewis, M.E. *The Parent's Guide to Teenage Sex and Pregnancy*. New York: St. Martin's Press, Inc., 1980, $15.95.

Describes what researchers are learning about adolescent sexual behavior. Discusses issues related to adolescent sexual activity, prevention of adolescent sexual problems, and ways to resolve problems that might occur.

Mayle, P. What's Happening to Me? Secaucus, N.J.: Lyle Stuart, Inc., 1975, $10.

A guide to puberty, from the authors of Where Did I Come From?

McCoy, K., & Wibbelsman, C. The Teenage Body Book. New York: Pocket Books, 1978, 246 pp., $7.95.

This paperback is a comprehensive and practical guide to understanding the physical and emotional changes of adolescence. In addition to the expected chapters on anatomy, puberty, sex, parenting, birth control, and VD, there are interesting chapters such as "I Need Help to Be Beautiful" (cosmetics, ear piercing, excess hair, etc.) and "Your Changing Feelings" (low self-esteem, jealousy, anger, need for privacy, parents, etc.). Every chapter contains many heart warming, sometimes humorous, sometimes tragic letters from teenagers voicing their concerns about a variety of topics. The appendix is a state-by-state guide to low or no-cost youth services and birth control facilities. Although this is a nice addition to an excellent book, some of the information listed is out of date.

Morrison, E.S., & Price, M.U. Values in Sexuality: A New Approach to Sex Education. New York: Hart Publishing Company, 1974, 219 pp., $5.95.

Applies values clarification theory to issues in human sexuality. The introduction includes a good definition of human sexuality as well as a framework for communication within this topic area. Many of the strategies have to be adapted for use with adolescent groups.

Planned Parenthood of Memphis. Family Life Education: A Problem-Solving Curriculum for Adolescents (Ages 15-19). 1980, 181 pp., free with purchase of the adolescent trigger film.

Designed specifically for use with five trigger films also developed by Planned Parenthood of Memphis. Contains a variety of activities to use with the films. Includes other exercises that explore relationships with parents and peers, sexual identity, marriage and parenthood, and other health issues.

Ross, S. The Youth Values Project. Washington, D.C.: The Population Institute (c/o Susan Ross, RFD 3 Box 54, Putney, VT 05346), 1978, $1.50.

Teenagers themselves designed and conducted a questionnaire survey of one thousand 13 to 19-year-olds to explore why sexually active teenagers in New York City do not use birth control.

Sargent, A.G. Beyond Sex Roles. St. Paul, Minn.: West Publishing, 1979, 507 pp., $13.50.

A book of readings and structured experiences that focus on sex role stereotyping.

Simon, S.B., Howe, L.W., & Kirschenbaum, H. *Values Clarification: A Handbook of Practical Strategies for Teachers and Students*. New York: Hart Publishing Co., Inc., 1972, $6.95.

A collection of activities designed to explore values about a range of issues including sexuality.

Sofferin, P., Elder, L., Overton, J., Towns, B., & Desonier, L. *Life Styles*. Pensacola, Florida: Community Mental Health Center of Escambia County, Inc., 1979, 292 pp., $75. (Additional copies can be ordered at a discount.)

Designed as a "multifaceted guide to working in the area of teenage parenthood prevention." For each of eleven units beginning with an orientation session, the program outlines goals and objectives, optional exercises, overhead transparencies, suggested discussion questions, and pretests and posttests. Also includes brief fact sheets for most topics and film sheets, including suggestions for discussion and purchasing information. Included in the eleven units are "Decision Making," "Exploring Relationships," "Adolescent Parenthood," and "The Price You Pay as a Parent." Many of the exercises in the parenting units encourage teens to consider more realistically the financial and emotional expense of being a parent. Encourages flexibility, stating that any topic could be covered in one to four sessions or deleted entirely, depending on the needs of the group.

Teenage Pregnancy: The Problem That Hasn't Gone Away. New York: Alan Guttmacher Institute, 1981, $5.

Presents demographic information about adolescent sexual activity, pregnancy, abortion rates, birth rates, and consequences of teenage childbearing. Describes sexuality education programs and other reproductive health services.

U.S. Department of Health, Education, and Welfare. *A Decision-Making Approach to Sex Education: A Curriculum and Implementation Manual for a Model Program with Adolescents and Parents*. Washington, D.C.: National Clearinghouse on Family Planning Information, P.O. Box 2225, Rockville, MD 20853, #2079, 296 pp., free, 1979.

A manual that includes guidelines for getting a program started (such as building community support), facts about adolescent sexuality, general tips for group leadership, detailed models for a 10-session adolescent sex education program and parent sex education program, and a model of staff training.

Zabin, J.S., & Clark, S.D. Why They Delay: A Study of Teenage Family Planning Clinic Patients. *Family Planning Perspective*, Vol. 13:5, 1981, pp. 205-217.

Summarizes the Johns Hopkins' research findings regarding the sexual and contraceptive behavior of adolescents in metropolitan areas around the United States.

Zelnick, M., & Kantner, J.F. Sexual Activity, Contraceptive Use and Pregnancy Among Metropolitan-Area Teenagers: 1971-1979. Family Planning Perspective, Vol. 12, No. 5, September/October 1980, pp. 230-237.

Summarizes the John Hopkins' research findings regarding the sexual and contraceptive behavior of adolescents in metropolitan areas around the United States.

APPENDIX D

ORDERING INFORMATION

Audiovisual Distributors

Agency for Instructional Television
Box A
Bloomington, IN 47402
812-939-2203

Barr Films
P.O. Box 5667
3490 East Foothill Boulevard
Pasadena, CA 91107
213-793-6153

Blackside Films
238 Huntington Avenue
Boston, MA 02115
617-536-6900

Cambridge Documentary Films
P.O. Box 395
Cambridge, MA 02139
617-354-3677

Carousel Films
1501 Broadway
New York, NY 10036
212-354-0315

Centre Films
1103 North El Centro Avenue
Hollywood, CA 90038
213-466-5123

Centron Films
1621 West 9th, Box 687
Lawrence, KS 66044
913-843-0400

Children's Home Society of California
Public Education Department
5429 McConnell Avenue
Los Angeles, CA 90066
213-390-8954

Churchill Films
662 W. Robertson Boulevard
Los Angeles, CA 90060
213-657-5110

Cine-Image Films, Ltd.
3929 Moquoketa Drive
Des Moines, IA 50311
515-277-3286

Film Fair Communications
10900 Ventura Boulevard
P.O. Box 1728
Studio City, CA 91604
213-985-0244

Films Incorporated
1144 Wilmette Avenue
Wilmette, IL 60091
312-256-4530

Alfred H. Higgins Production
9100 Sunset Boulevard
Los Angeles, CA 90069
213-878-0300

Little Red Film House
666 North Robertson Boulevard
Los Angeles, CA 90069
(213) 855-0241

Marshfilm
P.O. Box 8082
Shawnee Mission, KA 66208
816-523-1059

McGraw-Hill Films
110 Fifteenth Street
Del Mar, CA 92014
714-453-5000

Media Fair, Inc.
380 Maple Avenue, West
Vienna, VA 22180
703-281-2223

Modern Talking Picture Service, Inc.
5000 Park Street, North
St. Petersburg, FL 33709
813-523-1059

Arthur Mokin Productions, Inc.
1600 West 60th Street
New York, NY 10023
212-757-4868

MTI Teleprograms, Inc.
4825 N. Scott Street
Schiller Park, IL 60176
813-541-6661

National Foundation/March of Dimes
1275 Mamaroneck Avenue
White Plains, NY 10605
914-428-7100

New Day Films
P.O. Box 315
Franklin Lakes, NJ 07417
201-891-8240

ODN Productions, Inc.
114 Spring Street
New York, NY 10012
212-431-8923

Perennial Education, Inc.
477 Roger Williams
P.O. Box 855, Ravinia
Highland Park, IL 60035
312-433-1610

Phoenix Films, Inc.
470 Park Avenue, South
New York, NY 10016
212-684-5910

Planned Parenthood Center of Memphis
1407 Union Avenue
Memphis, TN 38104
901-725-1717

Planned Parenthood of East Central Georgia
1247 15th Street
Augusta, GA 30901

Polymorph Films
118 South Street
Boston, MA 02111
617-542-2004

Pyramid Films
P.O. Box 1048
Santa Monica, CA 90406
213-828-7577

Shared Future Films
P.O. Box 1235
New York, NY 10023
212-580-2640

Sunburst Communications
Room GN 2
39 Washington Avenue
Pleasantville, NY 10570
800-431-1934

Texture Films, Inc.
1600 Broadway
New York, NY
212-586-6960

Time, Inc.
Multi-Media Division
Time-Life Building
Rockefeller Center
New York, NY 10020
212-586-1212

Third Eye Films
12 Arrow Street
Cambridge, MA 02138
617-354-1500

University of Wyoming Audiovisual Service
Basement of Knight Hall
University Station
Laramie, WY 82071
307-766-3184

Walt Disney Productions
800 Senora Avenue
Glendale, CA 91201
213-840-1000

Publishers

Alan Guttmacher Institute
360 Park Avenue South
New York, NY 10010
212-685-5858

Bantam Books, Inc.
666 Fifth Avenue
New York, NY 10019
212-765-6500

Barron's Educational Series, Inc.
113 Crossways Park Drive
Woodbury, NY 11797
516-921-8750

Broadman Press
127 Ninth Avenue, N.
Nashville, TN 37234
615-251-2544

Community Mental Health Center
of Escambia Co., Inc.
1201 W. Hernandez Street
Pensacola, FL 32501
904-432-1228

Delacorte Press
c/o Dell Publishing Co.
1 Dag Hammarskjold Plaza
245 E. 47th Street
New York, NY 10017
212-832-7300

Ed-U-Press
P.O. Box 583
Fayetteville, NY 13066
315-637-9524

Emory University Family Planning
Program
Atlanta Grady Memorial Hospital
80 Butler Street, SE
Atlanta, GA 30322
404-588-3700

ETR Associates
1700 Mission
Suites #203-204
Santa Cruz, CA 95060
408-429-9823

W.H. Freeman and Company
660 Market Street
San Francisco, CA 94104
415-391-5870

Hart Publishing Co., Inc.
15 W. Fourth Street
New York, NY 10012
212-260-2430

Holt, Rinehart, and Winston
383 Madison Avenue
New York, NY 10017
212-688-9100

Houghton Mifflin Co.
2 Park Street
Boston, MA 02107
617-725-5000

Little, Brown, and Company
34 Beacon Street
Boston, MA 02106
617-227-0730

Mathtech, Inc.
4630 Montgomery Avenue
Suite 300
Bethesda, MD 20814
301-657-1610

National Clearinghouse on Family
Planning Information
11301 Rockville Pike
Box 2225
Rockville, MD 20857
301-881-9400

National Technical Information Service
5285 Port Royal Road
Springfield, VA 22151
703-487-4650

Pennant Press
8265 Commercial Street No. 14
La Mesa, CA 92041
714-464-781

Planned Parenthood of Memphis
1407 Union Avenue
Memphis, TN 38104
901-725-1717

Planned Parenthood of Rochester
24 Windsor Street
Rochester, NJ 14605
716-546-2595

Planned Parenthood of Santa Cruz County
212 Laurel Street
Santa Cruz, CA 95060
408-425-1551

Pocket Books, Inc.
Division of Simon and Schuster, Inc.
1230 Avenue of the Americas
New York, NY 10020
212-246-2121

Prentice-Hall, Inc.
Box 5400
Englewood Cliffs, NJ 07632
201-592-2000

Sex Education Coalition
of Metropolitan Washington
2635 16th Street, NW
Washington, DC 20009
202-547-2444

St. Martin's Press, Inc.
175 Fifth Avenue
New York, NY 10010
212-674-5151

Seabury Press, Inc.
815 Second Avenue
New York, NY 10017
212-557-0500

Lyle Stuart, Inc.
120 Enterprise Avenue
Secaucus, NJ 07094
201-866-0490

University Associates
8517 Production Avenue
San Diego, CA 92121
714-578-5900

Van Nostrand Reinhold Co.
LEPI Order Processing
7625 Empire Drive
Florence, KY 41042
606-525-6600

West Publishing
W. Kellogg Boulevard
P.O. Box 3526
St. Paul, MN 55165
612-228-2500

APPENDIX E

QUESTIONNAIRES

These questionnaires are modified versions of the questionnaires that we have used to evaluate sexuality education programs for adolescents. They include evaluations and assessments of the course to administer at the end of the course and questionnaires which measure knowledge, attitude, and behavior to administer before and after the course. See the guidelines below.

Questionnaire	Administration
Knowledge Questionnaire	Before and after the course
Attitude and Value Inventory	Before and after the course
Behavior Inventory	Before and after the course
Knowledge, Attitude, and Behavior Inventory (An integrated, condensed version of the first three)	Before and after the course
Course Evaluation	After the course
Assessment of Course Impact	After the course
Course Assessment for Parents	After the course

These questionnaires provide examples of questions that you can use. You should modify the questionnaires to meet the values of your community, the particular goals of your program, and the characteristics of your program participants. For example, if the adolescents in your program are not likely to be sexually active, then you should remove those questions dealing with sexual activity. You should also consider the appropriate length of each questionnaire. If the questionnaire is too long, remove questions or use the Knowledge, Attitude, and Behavior Inventory which contains the most important questions from the Knowledge Questionnaire, the Attitude and Value Inventory, and the Behavior Inventory.

However, if you decide to modify any questionnaires significantly, we strongly encourage you to study Volume V of this report, Sexuality Education: A Handbook for Evaluating Programs. That handbook explains how to design questions and questionnaires to achieve valid, reliable results.

Following are the scales we developed for the Knowledge Questionnaire, Attitude and Value Inventory, and Behavior Inventory. For reasons of space, we have listed here only the item numbers. The key in the handbook lists both numbers and statements, a particular advantage if you are making many changes.

The scales in the Attitude and Value Inventory are true multi-item scales. Thus, if you intend to measure a particular attitude, you should include all the questions of that scale. That is, you should not use the questions individually. In contrast, the questions on the Knowledge Questionnaire and the Behavior Inventory can be analyzed separately or as scales. Although the scales include questions measuring the same topics, they are not true multi-item scales.

Scales in the Knowledge Questionnaire	Question Numbers
Physical Development	2, 8, 13, 15, 25, 28
Adolescent Relationships	22, 27, 29
Adolescent Sexual Activity	1, 3, 16, 17
Adolescent Pregnancy	6, 20, 23
Adolescent Marriage	9, 30
Probability of Pregnancy	5, 10, 12, 19
Birth Control	4, 11, 18, 26, 31, 32, 34
Sexually Transmitted Disease	7, 14, 21, 24, 33

Scales in the Attitude and Value Inventory	Question Numbers
Clarity of Long Term Goals	10, 23, 30, 37, 51
Clarity of Personal Sexual Values	5, 13, 25, 49, 70
Understanding of Emotional Needs	14, 17, 48, 56, 62
Understanding of Personal Social Behavior	6, 19, 27, 34, 66
Understanding of Personal Sexual Response	21, 31, 36, 45, 52
Attitude Toward Various Gender Role Behaviors	8, 28, 41, 50, 65
Attitude Toward Sexuality In Life	12, 42, 55, 58, 64
Attitude Toward the Importance of Birth Control	4, 16, 40, 59, 61
Attitude Toward Premarital Intercourse	2, 20, 22, 29, 63
Attitude Toward the Use of Pressure and Force in Sexual Activity	9, 15, 46, 47, 54
Recognition of the Importance of the Family	11, 24, 53, 60, 69
Self Esteem	3, 26, 35, 44, 68
Satisfaction with Personal Sexuality	7, 18, 33, 39, 57
Satisfaction with Social Relationships	1, 32, 38, 43, 67

Scales in the Behavior Inventory	Question Numbers
Taking Responsibility for Behavior	1, 2
Decisionmaking Skills	3, 4, 5, 6
Decisionmaking Skills about Sexual Behavior	7, 8, 9, 10, 11
Communication Skills	12, 13, 14, 15, 16, 17, 18, 19
Assertiveness Skills about Sexual Behavior	20, 21, 22, 23, 24
Comfort with Social Interaction	25, 26, 27, 28
Comfort Talking about Sex and Birth Control	29, 30, 31, 32, 33, 34, 36
Comfort Talking about Sexuality with Parents	31, 34
Comfort Talking about Sexuality with Friends	29, 32
Comfort Talking about Sexuality with Girl or Boyfriend	30, 33
Comfort Expressing Concern and Caring	35
Comfort Being Assertive Sexually	36, 37
Comfort with Current Sex Life	38
Comfort Getting and Using Birth Control	39, 40, 41, 42
Sexual Activity	43, 44, 45
Use of Birth Control	46, 47, 48
Frequency of Communication about Sex and Birth Control with Parents	49, 52
Frequency of Communication about Sex and Birth Control with Friends	50, 53
Frequency of Communication about Sex and Birth Control with Boyfriend or Girlfriend	51, 54

KNOWLEDGE QUESTIONNAIRE

We are trying to find out if this program is successful. You can help us by completing this questionnaire.

To keep your answers confidential and private, do NOT put your name anywhere on this questionnaire. Please use a regular pen or pencil so that all questionnaires will look about the same and no one will know which is yours.

Because this study is important, your answers are also important. Please answer each question carefully.

Thank you for your help.

Name of school or organization
where course was taken: ______________________

Teacher's name: ______________________________

Your birth date: Month ________ Day ______

Your sex (Check one): Male ___ Female ___

Your grade level in school (Check one):
9 _____
10 _____
11 _____
12 _____

Please circle the one best answer to each of the questions below.

1. By the time teenagers graduate from high schools in the United States:

    a. only a few have had sex (sexual intercourse).
    b. about half have had sex.
    c. about 80% have had sex.

2. During their menstrual periods, girls:

    a. are too weak to participate in sports or exercise.
    b. have a normal, monthly release of blood from the uterus.
    c. cannot possibly become pregnant.
    d. should not shower or bathe.
    e. all of the above.

3. It is harmful for a woman to have sex (sexual intercourse) when she:

    a. is pregnant.
    b. is menstruating.
    c. has a cold.
    d. has a sexual partner with syphilis.
    e. none of the above.

4. Some contraceptives:

    a. can be obtained only with a doctor's prescription.
    b. are available at family planning clinics.
    c. can be bought over the counter at drug stores.
    d. can be obtained by people under 18 without their parents' permission.
    e. all of the above.

5. If 10 couples have sexual intercourse regularly without using any kind of birth control, the number of couples who become pregnant by the end of 1 year is about:

    a. one.
    b. three.
    c. six.
    d. nine.
    e. none of the above.

6. When unmarried teenage girls learn they are pregnant, the largest group of them decide:

    a. to have an abortion.
    b. to put the child up for adoption.
    c. to raise the child at home.
    d. to marry and raise the child with the husband.
    e. none of the above.

7. People having sexual intercourse can best prevent getting a sexually transmitted disease (VD or STD) by using:

   a. condoms (rubbers).
   b. contraceptive foam.
   c. the pill.
   d. withdrawal (pulling out).

8. When boys go through puberty:

   a. they lose their "baby fat" and become slimmer.
   b. their penises become larger.
   c. they produce sperm.
   d. their voices become lower.
   e. all of the above.

9. Married teenagers:

   a. have the same social lives as their unmarried friends.
   b. avoid pressure from friends and family.
   c. still fit in easily with their old friends.
   d. usually support themselves without help from their parents.
   e. none of the above.

10. If a couple has sexual intercourse and uses no birth control, the woman might get pregnant:

    a. any time during the month.
    b. only 1 week before menstruation begins.
    c. only during menstruation.
    d. only 1 week after menstruation begins.
    e. only 2 weeks after menstruation begins.

11. The method of birth control which is least effective is:

    a. a condom with foam.
    b. the diaphragm with spermicidal jelly.
    c. withdrawal (pulling out).
    d. the pill.
    e. abstinence (not having intercourse).

12. It is possible for a woman to become pregnant:

    a. the first time she has sex (sexual intercourse).
    b. if she has sexual intercourse during her menstrual period.
    c. if she has sexual intercourse standing up.
    d. if sperm get near the opening of the vagina, even though the man's penis does not enter her body.
    e. all of the above.

13. Physically:

    a. girls usually mature earlier than boys.
    b. most boys mature earlier than most girls.
    c. all boys and girls are fully mature by age 16.
    d. all boys and girls are fully mature by age 18.

14. It is impossible now to cure:

    a. syphilis.
    b. gonorrhea.
    c. herpes virus #2.
    d. vaginitis.
    e. all of the above.

15. When men and women are physically mature:

    a. each female ovary releases two eggs each month.
    b. each female ovary releases millions of eggs each month.
    c. male testes produce one sperm for each ejaculation (climax).
    d. male testes produce millions of sperm for each ejaculation (climax).
    e. none of the above.

16. Teenagers who choose to have sexual intercourse may possibly:

    a. have to deal with a pregnancy.
    b. feel guilty.
    c. become more close to their sexual partners.
    d. become less close to their sexual partners.
    e. all of the above.

17. As they enter puberty, teenagers become more interested in sexual activities because:

    a. their sex hormones are changing.
    b. the media (TV, movies, magazines, records) push sex for teenagers.
    c. some of their friends have sex and expect them to have sex also.
    d. all of the above.

18. To use a condom the correct way, a person must:

    a. leave some space at the tip for the guy's fluid.
    b. use a new one every time sexual intercourse occurs.
    c. hold it on the penis while pulling out of the vagina.
    d. all of the above.

19. The proportion of American girls who become pregnant before turning 20 is:

    a. 1 out of 3.
    b. 1 out of 11.
    c. 1 out of 43.
    d. 1 out of 90.

20. In general, children born to young teenage parents:

    a. have few problems because their parents are emotionally mature.
    b. have a greater chance of being abused by their parents.
    c. have normal birth weight.
    d. have a greater chance of being healthy.
    e. none of the above.

21. Treatment for venereal disease is best if:

    a. both partners are treated at the same time.
    b. only the partner with the symptoms sees a doctor.
    c. the person takes the medicine only until the symptoms disappear.
    d. the partners continue having sex (sexual intercourse).
    e. all of the above.

22. Most teenagers:

    a. have crushes or infatuations that last a short time.
    b. feel shy or awkward when first dating.
    c. feel jealous sometimes.
    d. worry a lot about their looks.
    e. all of the above.

23. Most unmarried girls who have children while still in high school:

    a. depend upon their parents for support.
    b. finish high school and graduate with their class.
    c. never have to be on public welfare.
    d. have the same social lives as their peers.
    e. all of the above.

24. Syphilis:

    a. is one of the most dangerous of the venereal diseases.
    b. is known to cause blindness, insanity, and death if untreated.
    c. is first detected as a chancre sore on the genitals.
    d. all of the above.

25. For a boy, nocturnal emissions (wet dreams) means he:

    a. has a sexual illness.
    b. is fully mature physically.
    c. is experiencing a normal part of growing up.
    d. is different from most other boys.

26. If people have sexual intercourse, the advantage of using condoms is that they:

    a. help prevent getting or giving VD.
    b. can be bought in drug stores by either sex.
    c. do not have dangerous side effects.
    d. do not require a prescription.
    e. all of the above.

27. If two people want to have a close relationship, it is important that they:

    a. trust each other and are honest and open with each other.
    b. date other people.
    c. always think of the other person first.
    d. always think of their own needs first.
    e. all of the above.

28. The physical changes of puberty:

a. happen in a week or two.
b. happen to different teenagers at different ages.
c. happen quickly for girls and slowly for boys.
d. happen quickly for boys and slowly for girls.

29. For most teenagers, their emotions (feelings):

a. are pretty stable.
b. seem to change frequently.
c. don't concern them very much.
d. are easy to put into words.
e. are ruled by their thinking.

30. Teenagers who marry, compared to those who do not:

a. are equally likely to finish high school.
b. are equally likely to have children.
c. are equally likely to get divorced.
d. are equally likely to have successful work careers.
e. none of the above.

31. The rhythm method (natural family planning):

a. means couples cannot have intercourse during certain days of the woman's menstrual cycle.
b. requires the woman to keep a record of when she has her period.
c. is effective less than 80% of the time.
d. is recommended by the Catholic church.
e. all of the above.

32. The pill:

a. can be used by any woman.
b. is a good birth control method for women who smoke.
c. usually makes menstrual cramping worse.
d. must be taken for 21 or 28 days in order to be effective.
e. all of the above.

33. Gonorrhea:

a. is 10 times more common than syphilis.
b. is a disease that can be passed from mothers to their children during birth.
c. makes many men and women sterile (unable to have babies).
d. is often difficult to detect in women.
e. all of the above.

34. People choosing a birth control method:

a. should think only about the cost of the method.
b. should choose whatever method their friends are using.
c. should learn about all the methods before choosing the one that's best for them.
d. should get the method that's easiest to get.
e. all of the above.

Answers to the Knowledge Questionnaire

Question #	Answer	Question #	Answer
1	b	18	d
2	b	19	a
3	d	20	b
4	e	21	a
5	d	22	e
6	a	23	a
7	a	24	d
8	e	25	c
9	e	26	e
10	a	27	a
11	c	28	b
12	e	29	b
13	a	30	e
14	c	31	e
15	d	32	d
16	e	33	e
17	d	34	c

ATTITUDE AND VALUE INVENTORY

We are trying to find out if this program is successful. You can help us by completing this questionnaire.

To keep your answers confidential and private, do NOT put your name anywhere on this questionnaire. Please use a regular pen or pencil so that all questionnaires will look about the same and no one will know which is yours.

Because this study is important, your answers are also important. Please answer each question carefully.

Thank you for your help.

Name of school or organization
where course was taken: ________________________

Teacher's name: ________________________________

Your birth date: Month _________ Day ______

Your sex (Check one): Male ___ Female ___

Your grade level in school (Check one):
9 _____
10 _____
11 _____
12 _____

The questions below are not a test of how much you know. We are interested in what you believe about some important issues. Please rate each statement according to how much you agree or disagree with it. Everyone will have different answers. Your answer is correct if it describes you very well.

Circle: 1 = if you Strongly Disagree with the statement.
2 = if you Somewhat Disagree with the statement.
3 = if you feel Neutral about the statement.
4 = if you Somewhat Agree with the statement.
5 = if you Strongly Agree with the statement.

		Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
1.	I am very happy with my friendships.	1	2	3	4	5
2.	Unmarried people should not have sex (sexual intercourse).	1	2	3	4	5
3.	Overall, I am satisfied with myself.	1	2	3	4	5
4.	Two people having sex should use some form of birth control if they aren't ready for a child.	1	2	3	4	5
5.	I'm confused about my personal sexual values and beliefs.	1	2	3	4	5
6.	I often find myself acting in ways I don't understand.	1	2	3	4	5
7.	I am not happy with my sex life.	1	2	3	4	5
8.	Men should not hold jobs traditionally held by women.	1	2	3	4	5
9.	People should never take "no" for an answer when they want to have sex.	1	2	3	4	5
10.	I don't know what I want out of life.	1	2	3	4	5
11.	Families do very little for their children.	1	2	3	4	5
12.	Sexual relationships create more problems than they're worth.	1	2	3	4	5
13.	I'm confused about what I should and should not do sexually.	1	2	3	4	5
14.	I know what I want and need emotionally.	1	2	3	4	5
15.	No one should pressure another person into sexual activity.	1	2	3	4	5

		Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
16.	Birth control is not very important.	1	2	3	4	5
17.	I know what I need to be happy.	1	2	3	4	5
18.	I am not satisfied with my sexual behavior (sex life).	1	2	3	4	5
19.	I usually understand the way I act.	1	2	3	4	5
20.	People should not have sex before marriage.	1	2	3	4	5
21.	I do not know much about my own physical and emotional sexual response.	1	2	3	4	5
22.	It is all right for two people to have sex before marriage if they are in love.	1	2	3	4	5
23.	I have a good idea of where I'm headed in the future.	1	2	3	4	5
24.	Family relationships are not important.	1	2	3	4	5
25.	I have trouble knowing what my beliefs and values are about my personal sexual behavior.	1	2	3	4	5
26.	I feel I do not have much to be proud of.	1	2	3	4	5
27.	I understand how I behave around others.	1	2	3	4	5
28.	Women should behave differently from men most of the time.	1	2	3	4	5
29.	People should have sex only if they are married.	1	2	3	4	5
30.	I know what I want out of life.	1	2	3	4	5
31.	I have a good understanding of my own sexual feelings and reactions.	1	2	3	4	5
32.	I don't have enough friends.	1	2	3	4	5
33.	I'm happy with my sexual behavior now.	1	2	3	4	5
34.	I don't understand why I behave with my friends as I do.	1	2	3	4	5
35.	At times I think I'm no good at all.	1	2	3	4	5

		Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
36.	I know how I react in different sexual situations.	1	2	3	4	5
37.	I have a clear picture of what I'd like to be doing in the future.	1	2	3	4	5
38.	My friendships are not as good as I would like them to be.	1	2	3	4	5
39.	Sexually, I feel like a failure.	1	2	3	4	5
40.	More people should be aware of the importance of birth control.	1	2	3	4	5
41.	At work and at home, women should not have to behave differently from men, when they are equally capable.	1	2	3	4	5
42.	Sexual relationships make life too difficult.	1	2	3	4	5
43.	I wish my friendships were better.	1	2	3	4	5
44.	I feel that I have many good personal qualities.	1	2	3	4	5
45.	I am confused about my reactions in sexual situations.	1	2	3	4	5
46.	It is all right to pressure someone into sexual activity.	1	2	3	4	5
47.	People should not pressure others to have sex with them.	1	2	3	4	5
48.	Most of the time my emotional feelings are clear to me.	1	2	3	4	5
49.	I have my own set of rules to guide my sexual behavior (sex life).	1	2	3	4	5
50.	Women and men should be able to have the same jobs, when they are equally capable.	1	2	3	4	5
51.	I don't know what my long-range goals are.	1	2	3	4	5
52.	When I'm in a sexual situation, I get confused about my feelings.	1	2	3	4	5
53.	Families are very important.	1	2	3	4	5

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
54. It is all right to demand sex from a girlfriend or boyfriend.	1	2	3	4	5
55. A sexual relationship is one of the best things a person can have.	1	2	3	4	5
56. Most of the time I have a clear understanding of my feelings and emotions.	1	2	3	4	5
57. I am very satisfied with my sexual activities just the way they are.	1	2	3	4	5
58. Sexual relationships only bring trouble to people.	1	2	3	4	5
59. Birth control is not as important as some people say.	1	2	3	4	5
60. Family relationships cause more trouble than they're worth.	1	2	3	4	5
61. If two people have sex and aren't ready to have a child, it is very important that they use birth control.	1	2	3	4	5
62. I'm confused about what I need emotionally.	1	2	3	4	5
63. It is all right for two people to have sex before marriage.	1	2	3	4	5
64. Sexual relationships provide an important and fulfilling part of life.	1	2	3	4	5
65. People should not be expected to behave in certain ways just because they are male or female.	1	2	3	4	5
66. Most of the time I know why I behave the way I do.	1	2	3	4	5
67. I feel good having as many friends as I have.	1	2	3	4	5
68. I wish I had more respect for myself.	1	2	3	4	5
69. Family relationships can be very valuable.	1	2	3	4	5
70. I know for sure what is right and wrong sexually for me.	1	2	3	4	5

BEHAVIOR INVENTORY

We are trying to find out if this program is successful. You can help us by completing this questionnaire.

To keep your answers confidential and private, do NOT put your name anywhere on this questionnaire. Please use a regular pen or pencil so that all questionnaires will look about the same and no one will know which is yours.

Because this study is important, your answers are also important. Please answer each question carefully.

Thank you for your help.

Name of school or organization
where course was taken: ______________________________

Teacher's name: ______________________________________

Your birth date: Month _________ Day _____

Your sex (Check one): Male ___ Female ___

Your grade level in school (Check one):
9 ______
10 ______
11 ______
12 ______

Part 1.

The questions below ask how often you have done some things. Some of the questions are personal and ask about your social life and sex life. Some questions will not apply to you. Please do not conclude from the questions that you should have had all of the experiences the questions ask about. Instead, just mark whatever answer describes you best.

Circle: 1 = if you do it Almost Never, which means about 5% of the time or less.
2 = if you do it Sometimes, which means about 25% of the time.
3 = if you do it Half the Time, which means about 50% of the time.
4 = if you do it Usually, which means about 75% of the time.
5 = if you do it Almost Always, which means about 95% of the time or more.
DNA = if the question Does Not Apply to you.

	Almost Never	Sometimes	Half the Time	Usually	Almost Always	Does Not Apply
1. When things you've done turn out poorly, how often do you take responsibility for your behavior and its consequences?	1	2	3	4	5	DNA
2. When things you've done turn out poorly, how often do you blame others?	1	2	3	4	5	DNA
3. When you are faced with a decision, how often do you take responsibility for making a decision about it?	1	2	3	4	5	DNA
4. When you have to make a decision, how often do you think hard about the consequences of each possible choice?	1	2	3	4	5	DNA
5. When you have to make a decision, how often do you get as much information as you can before making the decision?	1	2	3	4	5	DNA
6. When you have to make a decision, how often do you first discuss it with others?	1	2	3	4	5	DNA
7. When you have to make a decision about your sexual behavior (for example, going out on a date, holding hands, kissing, petting, or having sex), how often do you take responsibility for the consequences?	1	2	3	4	5	DNA
8. When you have to make a decision about your sexual behavior, how often do you think hard about the consequences of each possible choice?	1	2	3	4	5	DNA

		Almost Never	Sometimes	Half the Time	Usually	Almost Always	Does Not Apply
9.	When you have to make a decision about your sexual behavior, how often do you first get as much information as you can?	1	2	3	4	5	DNA
10.	When you have to make a decision about your sexual behavior, how often do you first discuss it with others?	1	2	3	4	5	DNA
11.	When you have to make a decision about your sexual behavior, how often do you make it on the spot without worrying about the consequences?	1	2	3	4	5	DNA
12.	When a friend wants to talk with you, how often are you able to clear your mind and really listen to what your friend has to say?	1	2	3	4	5	DNA
13.	When a friend is talking with you, how often do you ask questions if you don't understand what your friend is saying?	1	2	3	4	5	DNA
14.	When a friend is talking with you, how often do you nod your head and say "yes" or something else to show that you are interested?	1	2	3	4	5	DNA
15.	When you want to talk with a friend, how often are you able to get your friend to really listen to you?	1	2	3	4	5	DNA
16.	When you talk with a friend, how often do you ask for your friend's reaction to what you've said?	1	2	3	4	5	DNA
17.	When you talk with a friend, how often do you let your feelings show?	1	2	3	4	5	DNA
18.	When you are with a friend you care about, how often do you let that friend know you care?	1	2	3	4	5	DNA
19.	When you talk with a friend, how often do you include statements like "my feelings are...," "the way I think is...," or "it seems to me"?	1	2	3	4	5	DNA
20.	When you are alone with a date or boy/girlfriend, how often can you tell him/her your feelings about what you want to do and do not want to do sexually? (If you are a boy, boy/girlfriend means girlfriend; if you are a girl, it means boyfriend.)	1	2	3	4	5	DNA

		Almost Never	Sometimes	Half the Time	Usually	Almost Always	Does Not Apply
21.	If a boy/girl puts pressure on you to be involved sexually and you don't want to be involved, how often do you say "no"? (If you are a boy, boy/girl means girl; if you are a girl, it means boy.)	1	2	3	4	5	DNA
22.	If a boy/girl puts pressure on you to be involved sexually and you don't want to be involved, how often do you succeed in stopping it?	1	2	3	4	5	DNA
23.	If you have sexual intercourse with your boy/girlfriend, how often can you talk with him/her about birth control?	1	2	3	4	5	DNA
24.	If you have sexual intercourse and want to use birth control, how often do you insist on using birth control?	1	2	3	4	5	DNA

Part 2.

In this section, we want to know how uncomfortable you are doing different things. Being "uncomfortable" means that it is difficult for you and it makes you nervous and up-tight. For each item, circle the number that describes you best, but if the item doesn't apply to you, circle DNA.

Circle: 1 = if you are Comfortable.
2 = if you are A Little Uncomfortable.
3 = if you are Somewhat Uncomfortable.
4 = if you are Very Uncomfortable.
DNA = if the question Does Not Apply to you.

		Comfortable	A Little Uncomfortable	Somewhat Uncomfortable	Very Uncomfortable	Does Not Apply
25.	Getting together with a group of friends of the opposite sex.	1	2	3	4	DNA
26.	Going to a party.	1	2	3	4	DNA
27.	Talking with teenagers of the opposite sex.	1	2	3	4	DNA
28.	Going out on a date.	1	2	3	4	DNA
29.	Talking with friends about sex.	1	2	3	4	DNA
30.	Talking with a date or boy/girlfriend about sex. (If you are a boy, boy/girlfriend means girlfriend; if you are a girl, it means boyfriend.)	1	2	3	4	DNA
31.	Talking with parents about sex.	1	2	3	4	DNA
32.	Talking with friends about birth control.	1	2	3	4	DNA
33.	Talking with a date or boy/girlfriend about birth control. (If you are a boy, boy/girlfriend means girlfriend; if you are a girl, it means boyfriend.)	1	2	3	4	DNA
34.	Talking with parents about birth control.	1	2	3	4	DNA
35.	Expressing concern and caring for others.	1	2	3	4	DNA
36.	Telling a date or boy/girlfriend what you want to do and do not want to do sexually.	1	2	3	4	DNA
37.	Saying "no" to a sexual come-on.	1	2	3	4	DNA
38.	Having your current sex life, whatever it may be (it may be doing nothing, kissing, petting, or having intercourse).	1	2	3	4	DNA

If you are not having sexual intercourse, circle DNA in the four questions below.

	Comfortable	A Little Uncomfortable	Somewhat Uncomfortable	Very Uncomfortable	Does Not Apply
39. Insisting on using some form of birth control, if you are having sex.	1	2	3	4	DNA
40. Buying contraceptives at a drug store, if you are having sex.	1	2	3	4	DNA
41. Going to a doctor or clinic for contraception, if you are having sex.	1	2	3	4	DNA
42. Using some form of birth control, if you are having sex.	1	2	3	4	DNA

Part 3.

Circle the correct answer to the following two questions.

43. Have you ever had sex (sexual intercourse)?	yes	no
44. Have you had sex (sexual intercourse) during the last month?	yes	no

Part 4.

The following questions ask how many times you did some things during the last month. Put a number in the right hand space to show the number of times you engaged in that activity. If you did not do that during the last month, put a "0" in the space.

Think CAREFULLY about the times that you have had sex during the last month. Think also about the number of times you did not use birth control and the number of times you used different types of birth control.

45. Last month, how many times did you have sex (sexual intercourse)? ___ times in the last month

46. Last month, how many times did you have sex when you or your partner did not use any form of birth control? ___ times in the last month

47. Last month, how many times did you have sex when you or your partner used a diaphragm, withdrawal (pulling out before releasing fluid), rhythm (not having sex on fertile days), or foam without condoms? ___ times in the last month

48. Last month, how many times did you have sex when you or your partner used the pill, condoms (rubbers), or an IUD? ___ times in the last month

(If you add your answers to questions #46, #47, and #48, the total should equal your answer to #45. If it does not, please correct your answers.)

49. During the last month, how many times have you had a conversation or discussion about sex with your parents? ___ times in the last month

50. During the last month, how many times have you had a conversation or discussion about sex with your friends? ___ times in the last month

51. During the last month, how many times have you had a conversation or discussion about sex with a date or boy/girlfriend? (If you are a boy, boy/girlfriend means girlfriend; if you are a girl, it means boyfriend.) ___ times in the last month

52. During the last month, how many times have you had a conversation or discussion about birth control with your parents? ___ times in the last month

53. During the last month, how many times have you had a conversation or discussion about birth control with your friends? ___ times in the last month

54. During the last month, how many times have you had a conversation or discussion about birth control with a date or boy/girlfriend?

___ times in the last month

Thank you for completing the questionnaire.

KNOWLEDGE, ATTITUDE, AND BEHAVIOR QUESTIONNAIRE

We are trying to find out if this program is successful. You can help us by completing this questionnaire.

To keep your answers confidential and private, do NOT put your name anywhere on this questionnaire. Please use a regular pen or pencil so that all questionnaires will look about the same and no one will know which is yours.

Because this study is important, your answers are also important. Please answer each question carefully.

Thank you for your help.

Name of school or organization
where course was taken: ______________________________

Teacher's name: ______________________________

Your birth date: Month ________ Day ____________

Your sex (Check one): Male _______ Female _______

Your grade level in school (Check one):
9 ________
10 ________
11 ________
12 ________

Part 1.

Circle the one best answer to each of the questions below.

1. Some contraceptives:

   a. can be obtained only with a doctor's prescription.
   b. are available at family planning clinics.
   c. can be bought over the counter at drug stores.
   d. can be obtained by people under 18 without their parents' permission.
   e. all of the above.

2. If 10 couples have sexual intercourse regularly without using any kind of birth control, the number of couples who become pregnant by the end of 1 year is about:

   a. one.
   b. three.
   c. six.
   d. nine.
   e. none of the above.

3. People having sexual intercourse can best prevent getting a sexually transmitted disease (VD or STD) by using:

   a. condoms (rubbers).
   b. contraceptive foam.
   c. the pill.
   d. withdrawal (pulling out).

4. If a couple has sexual intercourse and uses no birth control, the woman might get pregnant:

   a. any time during the month.
   b. only 1 week before menstruation begins.
   c. only during menstruation.
   d. only 1 week after menstruation begins.
   e. only 2 weeks after menstruation begins.

5. The method of birth control which is least effective is:

   a. a condom with foam.
   b. the diaphragm with spermicidal jelly.
   c. withdrawal (pulling out).
   d. the pill.
   e. abstinence (not having intercourse).

6. It is possible for a woman to become pregnant:

   a. the first time she has sexual intercourse.
   b. if she has sexual intercourse during her menstrual period.
   c. if she has sexual intercourse standing up.
   d. if sperm get near the opening of the vagina, even though the man's penis does not enter her body.
   e. all of the above.

7. In general, children born to young teenage parents:

   a. have few problems because their parents are emotionally mature.
   b. have a greater chance of being abused by their parents.
   c. have normal birth weight.
   d. have a greater chance of being healthy.
   e. none of the above.

8. If people have sexual intercourse, the advantage of using condoms is that they:

   a. help prevent getting or giving VD.
   b. can be bought in drug stores by either sex.
   c. do not have dangerous side effects.
   d. do not require a prescription.
   e. all of the above.

9. Most unmarried girls who have children while still in high school:

   a. depend upon their parents for support.
   b. finish high school and graduate with their class.
   c. never have to be on public welfare.
   d. have the same social lives as their peers.
   e. all of the above.

10. People choosing a birth control method:

    a. should think only about the cost of the method.
    b. should choose whatever method their friends are using.
    c. should learn about all the methods before choosing the one that's best for them.
    d. should get the method that's easiest to get.
    e. all of the above.

Part 2.

This part is NOT a knowledge test. We are interested in what you believe about some important issues. Please rate each statement according to how much you agree or disagree with it. Everyone will have different answers. Your answer is correct if it describes you very well.

Circle: 1 = if you Strongly Disagree with the statement.
2 = if you Somewhat Disagree with the statement.
3 = if you feel Neutral about the statement.
4 = if you Somewhat Agree with the statement.
5 = if you Strongly Agree with the statement.

		Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
11.	Unmarried people should not have sex.	1	2	3	4	5
12.	I have my own set of rules to guide my sexual behavior (sex life).	1	2	3	4	5
13.	Birth control is not very important.	1	2	3	4	5
14.	People should not have sex before marriage.	1	2	3	4	5
15.	I know for sure what is right and wrong sexually for me.	1	2	3	4	5
16.	Birth control is not as important as some people say.	1	2	3	4	5
17.	I have trouble knowing what my values are about my personal sexual behavior.	1	2	3	4	5
18.	More people should be aware of the importance of birth control.	1	2	3	4	5
19.	People should have sex only if they are married.	1	2	3	4	5
20.	I'm confused about my personal sexual values and beliefs.	1	2	3	4	5
21.	Two people having sex should use some form of birth control if they aren't ready for a child.	1	2	3	4	5
22.	It is all right for two people to have sex before marriage if they are in love.	1	2	3	4	5
23.	I'm confused about what I should and should not do sexually.	1	2	3	4	5
24.	If two people have sex and aren't ready to have a baby, it is very important that they use birth control.	1	2	3	4	5
25.	It is all right for two people to have sex before marriage.	1	2	3	4	5

Part 3.

The following parts ask questions that are personal and ask about your social life and sex life. Some questions will not apply to you. Please do not conclude from these questions that you should have had all of the experiences the questions ask about. Instead, just mark whatever answer describes you best.

In this section, we want to know how uncomfortable you are doing different things. Being "uncomfortable" means that it is difficult for you and you feel nervous and uptight.

Circle: 1 = if you are Comfortable.
2 = if you are A Little Uncomfortable.
3 = if you are Somewhat Uncomfortable.
4 = if you are Very Uncomfortable.
DNA = if the question Does Not Apply to you.

	Comfortable	A Little Uncomfortable	Somewhat Uncomfortable	Very Uncomfortable	Does Not Apply
26. Talking with friends about sex.	1	2	3	4	DNA
27. Talking with your boy/girlfriend about sex. ("boy/girlfriend" means "boyfriend" if you are a girl, and it means "girlfriend" if you are a boy.)	1	2	3	4	DNA
28. Talking with parents about sex.	1	2	3	4	DNA
29. Talking with friends about birth control.	1	2	3	4	DNA
30. Talking with your boy/girlfriend about birth control.	1	2	3	4	DNA
31. Talking with parents about birth control.	1	2	3	4	DNA
32. Having your current sex life, whatever it may be (it may be doing nothing, kissing, petting, or having intercourse).	1	2	3	4	DNA

If you are not having sexual intercourse, circle DNA in the three questions below.

33. Buying contraceptives at a drug store, if you are having sex.	1	2	3	4	DNA
34. Going to a doctor or clinic for contraception, if you are having sex.	1	2	3	4	DNA
35. Using birth control, if you are having sex.	1	2	3	4	DNA

Part 4.

The questions below ask how often you do some things.

Circle: 1 = if you do it Almost Never, which means about 5% of the time or less.
2 = if you do it Sometimes, which means about 25% of the time.
3 = if you do it Half the Time, which means about 50% of the time.
4 = if you do it Usually, which means about 75% of the time.
5 = if you do it Almost Always, which means about 95% of the time or more.
DNA = if the question Does Not Apply to you.

		Almost Never	Sometimes	Half the Time	Usually	Almost Always	Does Not Apply
36.	When you have to make a decision about your sexual behavior (holding hands, kissing, petting, or having sex), how often do you think hard about the consequences of each possible alternative?	1	2	3	4	5	DNA
37.	When you have to make a decision about your sexual behavior, how often do you first get as much information as you can?	1	2	3	4	5	DNA
38.	When you have to make a decision about your sexual behavior, how often do you first discuss it with other people?	1	2	3	4	5	DNA
39.	When you have to make a decision about your sexual behavior, how often do you make it on the spot without thinking about the consequences?	1	2	3	4	5	DNA
40.	If a boy/girl puts pressure on you to be involved sexually and you don't want to be involved, how often do you stop him/her?	1	2	3	4	5	DNA
41.	If you have sexual intercourse with your boy/girlfriend, how often can you talk with him/her about using birth control?	1	2	3	4	5	DNA

Part 5.

Circle the correct answer to the following two questions.

42.	Have you ever had sexual intercourse?	yes	no
43.	Have you had sexual intercourse during the last month?	yes	no

Part 6.

The following questions ask about activities during the last month. Put a number in the right hand space which shows the number of times you engaged in that activity. Put a "0" in that space if you did not engage in that activity during the last month.

Think CAREFULLY about the times that you have had sex during the last month. Think also about the number of times you did not use birth control and the number of times you used different types of birth control.

44. Last month, how many times did you have sexual intercourse? ___ times in the last month

45. Last month, how many times did you have sex when you or your partner did not use any form of birth control? ___ times in the last month

46. Last month, how many times did you have sex when you or your partner used a diaphragm, withdrawal (pulling out before releasing fluid), rhythm (not having sex on fertile days), or foam without condoms? ___ times in the last month

47. Last month, how many times did you have sex when you or your partner used the pill, condoms (rubbers), or an IUD? ___ times in the last month

(If you add your answers to questions #45, #46, and #47, the total should equal your answer to #44. If it does not, please correct your answers.)

48. During the last month, how many times have you had a conversation or discussion about sex with your parents? ___ times in the last month

49. During the last month, how many times have you had a conversation or discussion about sex with your friends? ___ times in the last month

50. During the last month, how many times have you had a conversation or discussion about sex with a date or boy/girlfriend? (If you are a boy, boy/girlfriend means girlfriend; if you are a girl, it means boyfriend.) ___ times in the last month

51. During the last month, how many times have you had a conversation or discussion about birth control with your parents? ___ times in the last month

52. During the last month, how many times have you had a conversation or discussion about birth control with your friends? ___ times in the last month

53. During the last month, how many times have you had a conversation or discussion about birth control with a date or boy/girlfriend? ___ times in the last month

Thank you for completing the questionnaire.

COURSE EVALUATION

We are trying to find out if this program is successful. You can help us by completing this questionnaire.

To keep your answers confidential and private, do NOT put your name anywhere on this questionnaire. Please use a regular pen or pencil so that all questionnaires will look about the same and no one will know which is yours.

Because this study is important, your answers are also important. Please answer each question carefully.

Thank you for your help.

Name of school or organization where course was taken: ______________________________

Teacher's name: ______________________________________

Your birth date: Month __________ Day _____

Your sex (Check one): Male ___ Female ____

Your grade level in school (Check one):
9 ______
10 ______
11 ______
12 ______

Part 1.

Below is a list of questions about your teacher. Now that this class is over, please answer each question by circling one number based upon this 5-point scale:

1 = Not at All
2 = A Small Amount
3 = A Medium Amount
4 = A Large Amount
5 = A Great Deal

		Not at All	A Small Amount	A Medium Amount	A Large Amount	A Great Deal
1.	Was the teacher enthusiastic about teaching this course?	1	2	3	4	5
2.	Was the teacher uncomfortable discussing different things about sex?	1	2	3	4	5
3.	Did the teacher discuss topics in a way that made students feel uncomfortable?	1	2	3	4	5
4.	Did the teacher talk at a level that the students could understand?	1	2	3	4	5
5.	Did the teacher care about the students?	1	2	3	4	5
6.	Did the teacher show respect toward the students?	1	2	3	4	5
7.	Did the students trust the teacher?	1	2	3	4	5
8.	Did the teacher get along with the students?	1	2	3	4	5
9.	Did the teacher encourage students to talk about their feelings and opinions?	1	2	3	4	5
10.	Did the teacher talk too much about what's right and wrong?	1	2	3	4	5
11.	Did the teacher listen carefully to the students?	1	2	3	4	5
12.	Did the teacher discourage students from hurting others in sexual situations (such as knowingly spreading VD or forcing someone to have sex)?	1	2	3	4	5
13.	Did the teacher encourage students to think about the consequences before having sexual relations?	1	2	3	4	5
14.	Did the teacher encourage students to think about their own values about sexuality?	1	2	3	4	5
15.	Did the teacher encourage the use of birth control to avoid an unwanted pregnancy?	1	2	3	4	5
16.	Did the teacher encourage students to talk with their parents about sexuality?	1	2	3	4	5

Part 2.

Below is a list of questions about you and the course. Continue to answer each question by circling one number based upon the same 5-point scale:

1 = Not at All
2 = A Small Amount
3 = A Medium Amount
4 = A Large Amount
5 = A Great Deal

	Not at All	A Small Amount	A Medium Amount	A Large Amount	A Great Deal
17. Were you bored by the course?	1	2	3	4	5
18. Did students participate in class discussions?	1	2	3	4	5
19. Were you encouraged to ask any questions you had about sex?	1	2	3	4	5
20. Was it hard for you to talk about your own thoughts and feelings?	1	2	3	4	5
21. Was it hard for you to ask questions and talk about sexual topics?	1	2	3	4	5
22. Did you show concern for the other students in the class?	1	2	3	4	5
23. Did the other students show concern for you?	1	2	3	4	5
24. Were students' opinions kept confidential (not spread outside the classroom)?	1	2	3	4	5
25. Were you permitted to have values or opinions that were different from others in the class?	1	2	3	4	5

Part 3.

These five questions should be answered using another 5-point scale. Circle the number that best describes your opinion, but if you don't know, circle DK.

1 = Very Poor
2 = Poor
3 = Average
4 = Good
5 = Excellent
DK = Don't Know

		Very Poor	Poor	Average	Good	Excellent	Don't Know
26.	In your opinion, how good or poor was the teacher?	1	2	3	4	5	DK
27.	In your opinion, how good or poor were the topics covered in the course?	1	2	3	4	5	DK
28.	In your opinion, how good or poor were the materials used, such as books and films?	1	2	3	4	5	DK
29.	In your opinion, how good or poor was the organization and format of the program, such as length, location, and time?	1	2	3	4	5	DK
30.	What is your opinion of the overall program?	1	2	3	4	5	DK

31. What things about the program did you particularly like?

32. What things about the program do you think should be changed? How?

ASSESSMENT OF COURSE IMPACT

We are trying to find out if this program is successful. You can help us by completing this questionnaire.

To keep your answers confidential and private, do NOT put your name anywhere on this questionnaire. Please use a regular pen or pencil so that all questionnaires will look about the same and no one will know which is yours.

Because this study is important, your answers are also important. Please answer each question carefully.

Thank you for your help.

Name of school or organization
where course was taken: ______________________________

Teacher's name: ______________________________________

Your birth date: Month __________ Day _____

Your sex (Check one): Male ___ Female ___

Your grade level in school (Check one): 9 ______
10 ______
11 ______
12 ______

Part 1.

Directions: Now that this sexuality education course is over, we would like to know how it may have changed you, if at all. Please answer each question by circling the number that best describes how you have changed because of this course.

Circle: 1 = Much Less
2 = Somewhat Less
3 = About the Same
4 = Somewhat More
5 = Much More

		Much Less	Somewhat Less	About the Same	Somewhat More	Much More
1.	Do you know less or more about sexuality?	1	2	3	4	5
2.	Do you understanding yourself and your behavior less or more?	1	2	3	4	5
3.	Are your attitudes and values about your own sexual behavior less or more clear?	1	2	3	4	5
4.	Do you now feel that using birth control when people are not ready to have children is less or more important?	1	2	3	4	5
5.	Do you talk about sexuality (going out, having sex, birth control, or male and female sex roles) with your friends less or more?	1	2	3	4	5
6.	Do you talk about sexuality with your boy/girlfriend less or more?	1	2	3	4	5
7.	Do you talk about sexuality with your parents less or more?	1	2	3	4	5
8.	When you talk about sexuality with others (such as your friends, boy/girlfriend, and parents) are you less or more comfortable?	1	2	3	4	5
9.	Do you talk about sexuality less or more effectively (that is, are you less or more able to talk about your thoughts, feelings, and needs and to listen carefully)?	1	2	3	4	5
10.	Are you less or more likely to have sex?	1	2	3	4	5
11.	If you have sex, would you be less or more likely to use birth control?	1	2	3	4	5
12.	If you have sex, would you be less or more comfortable using birth control?	1	2	3	4	5
13.	Do you respect yourself less or more?	1	2	3	4	5

		Much Less	Somewhat Less	About the Same	Somewhat More	Much More
14.	Are you less or more satisfied with your social life?	1	2	3	4	5
15.	Are you less or more satisfied with your sex life whatever it may be (it may be doing nothing, kissing, petting, or having sex)?	1	2	3	4	5

Part 2.

We are still interested in knowing about any ways you may have changed because of this course. Please answer the following questions by circling the number that describes you best:

1 = Much Worse
2 = Somewhat Worse
3 = About the Same
4 = Somewhat Better
5 = Much Better

		Much Worse	Somewhat Worse	About the Same	Somewhat Better	Much Better
16.	Do you now make worse or better decisions about your social life?	1	2	3	4	5
17.	Do you now make worse or better decisions about your physical sexual behavior?	1	2	3	4	5
18.	Do you now get along with your friends worse or better?	1	2	3	4	5

COURSE ASSESSMENT FOR PARENTS

We are trying to find out if this program is successful. You can help us by completing this questionnaire.

To keep your answers confidential and private, do NOT put your name anywhere on this questionnaire. Please use a regular pen or pencil so that all questionnaires will look about the same and no one will know which is yours.

Because this study is important, your answers are also important. Please answer each question carefully.

Thank you for your help.

Name of school or organization
where course was taken: ______________________________

Teacher's name: ______________________________

Your birth date: Month ________ Day ____________

Your sex (Check one): Male ______ Female ______

Your grade level in school (Check one):
9 ________
10 ________
11 ________
12 ________

Now that your teenager's sex education course is over, we are interested in your ideas about whether it changed him or her. For each question, please circle the number that best describes your opinion. If you don't know, circle DK.

1 = Much Less
2 = Somewhat Less
3 = About the Same
4 = Somewhat More
5 = Much More
DK = Don't Know

	Much Less	Somewhat Less	About the Same	Somewhat More	Much More	Don't Know
1. Does your teenager know less or more about sexuality?	1	2	3	4	5	DK
2. Are your teenager's attitudes and values about sexuality less or more clear?	1	2	3	4	5	DK
3. Are you less or more comfortable talking about sexuality with your teenager?	1	2	3	4	5	DK
4. Have you actually talked about sexuality with your teenager less or more?	1	2	3	4	5	DK
5. Does your teenager talk and listen to you about sexuality less or more effectively? That is, is your teenager less or more able to talk about thoughts, feelings, and needs, and to listen carefully?	1	2	3	4	5	DK
6. Is your teenager less or more likely to make good decisions about social and sexual behavior? That is, is your teenager less or more able to examine alternatives and consider consequences?	1	2	3	4	5	DK
7. Is your teenager less or more likely to have sex soon because of this course?	1	2	3	4	5	DK

These five questions should be answered using another 5-point scale. Again, if you don't know, circle DK.

1 = Very Poor
2 = Poor
3 = Average
4 = Good
5 = Excellent
DK = Don't Know

		Very Poor	Poor	Average	Good	Excellent	Don't Know
7.	In your opinion, how good or poor was the teacher?	1	2	3	4	5	DK
8.	In your opinion, how good or poor were the topics covered in the course?	1	2	3	4	5	DK
9.	In your opinion, how good or poor were the materials used, such as books and films?	1	2	3	4	5	DK
10.	In your opinion, how good or poor was the organization and format of the program, such as length, location, and time?	1	2	3	4	5	DK
11.	What is your opinion of the overall program?	1	2	3	4	5	DK

12. What things about the program did you particularly like?

13. What things about the program do you think should be changed? How?